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ABSTRACT

This two-volume annotated bibliography cites 834 articles on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, USSR, Belgium, Canada, United States, Austria, Sweden, Poland, Switzerland, Ireland, East Germany, West Germany, Bulgaria, Yugoslavia, Romania, and Italy. Entries are classified into 13 main categories: social and ideological basis of preschool education; theoretical basis of preschool education; organization of preschool education; educators of preschool children; play; preschool instruction; care of health and physical education; social and emotional development and moral education; speech and language education; intellectual development and education of the intellect; aesthetic education; education of children requiring special care; and the environment surrounding the child, including buildings, playgrounds, equipment and facilities. (RH)

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PRESCHOOL EDUCATION

1981

Part I

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Bookbird, 1981, Nos.1-3
Federal Republic of Germany Dr. Opravilová E.

Bulletin de psychologie, 34, 1980/1981, Nos. 348-352
35, 1981/1982, Nos. 353, 354
Dr. Brabcová A.

France
The British Journal of Educational Psychology, 51, 1981, Nos. 1-3
Great Britain Dr. Novák Z.

Československá pediatrie, 36, 1981, Nos.1-12
C.S.S.R. Dr. Mišurcová V.

Československá psychiatrie, 77, 1981, Nos. 1-6
C.S.S.R. Dr. Zapletalová E.

Československý loutkář, 31, 1981, Nos. 1-12
C.S.S.R. Dr. Zapletalová E.

Děti a my, 11, 1981, Nos.1-4
C.S.S.R. Hnilicová A.

Domov, 1981, Nos. 2-6
C.S.S.R. Dr. Klasová M.

Doshkolnoye vospitaniye, 1981, Nos.1-12
U.S.S.R. Dr. Fottová M.

Early Childhood Education, 14, 1981, Nos.1-2
Canada Hnilicová A.

L'école maternelle belge, 1980/1981, Nos. 3-5
1981/1982, No. 1
Belgium Dr. Mišurcová V.

L'école maternelle française, 1981, Nos.1-9
France Dr. Mišurcová V.

Education 3-13, 9, 1981, Nos. 1,2	Great Britain	Hnilicová A. Dr. Opravilová E.
L'éducation enfantine, 1981, Nos.1-9	France	Dr. Mišurcová V.
Educational and Psychological Measurement, 41, 1981, Nos. 1-3	U.S.A.	Dr. Hrabal V.
Educational Research, 23, 1981, Nos. 2,3	Great Britain	Dr. Svátek F.
Enfance, 1981, Nos. 1-4	France	Dr. Mišurcová V.
L'énfant, 1981, Nos.1-6*	Belgium	Dr. Mišurcová V.
Erziehung und Unterricht, 131, 1981, Nos. 2-9	Austria	Dr. Svátek F.
Estetická výchova, 21, 1980/1981, Nos.1-4; 22, 1981/1982, Nos.5-10	C.S.S.R.	Dr. Zapletalová E.
Exceptional Children, 47, 1981, Nos.4-8; 48, 1981, Nos.1-3	U.S.A.	Hnilicová A.
Förskolan, 6[illegible], 1981, Nos.1-10	Sweden	Heinzová P.
Harvard Educational Review, 51, 1981, Nos.1-4	U.S.A.	Dr. Svátek F.
Hračka, 16, 1981, Nos.1-4	C.S.S.R.	Dr. Zapletalová E.

Childhood Education, 57, 1980, Nos.1-2;
57, 1981, Nos.3-5
U.S.A. Hnilicová A.

Chowanna, 25, 1981, Nos.1-2
Poland Dr. Svátek F.

International Child Welfare Review, 1981, Nos.47-51
Switzerland Dr. Opravilová E.

International Journal of Early Childhood, 13, 1981, Nos.1-2
Ireland Dr. Opravilová E.

International Review of Education, 27 ,1981, Nos.1-4
Federal Republic of Germany Dr. Svátek F.

Jednotná škola, 33, 1981, Nos.1-10
C.S.S.R. Dr. Klasová M.

Journal of Educational Psychology, 73, 1981, Nos.1-4
U.S.A. Heinzová P.

Journal of Personality, 49, 1981, Nos.1-3
U.S.A. Dr. Hrabal V.

Journal of Teacher Education, 32, 1981, Nos.1-6
U.S.A. Dr. Brabcová A.

Komenský, 105, 1980/1981, Nos. 5-10;
106, 1981/1982, Nos.1-7
C.S.S.R. Dr. Klasová M.

Die Körpererziehung, 31, 1981, Nos.1-12
German Democratic Republic Dr. Toncar J.

Kultura fizyczna, 35, 1981, No.1, Nos. 4-12
Poland Dr. Svátek F.

Kwartalnik pedagogiczny, 26, 1981, Nos. 1-4
Poland Dr. Svátek F.

Medizin und Sport, 21, 1981, Nos.1-12
German Democratic Republic Dr. Toncar J.

Nachalnaya shkola, 1981, Nos.1-12
U.S.S.R. Dr. Fottová M.

Nachalno obrazovanie, 21, 1981, Nos.1-3, Nos. 6-12
Bulgaria Dr. Porák J.

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Poland Dr. Svátek F.

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24, 1981/1982, Nos.1-5
C.S.S.R. Dr. Zapletalová E.

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German Democratic Republic Dr. Svátek F.

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German Democratic Republic Dr. Svátek F.

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Federal Republic of Germany Dr. Svátek F.

Pedagogika, 31, 1981, Nos. 1-6
C.S.S.R. Dr. Klasová M.

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Yugoslavia Dr. Porák J.

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59, 1980, Nos. 1-4;
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36, 1981/1982, Nos.1-4
C.S.S.R. Dr. Fottová M.

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Bulgaria   Dr. Porák J.

Programmed Learning and Educational Technology, 18, 1981, Nos. 2-4
Great Britain   Dr. Kulič V.

Prospects, 11, 1981, Nos. 1-4
France   Dr. Brabcová A.

Przyjaciel dziecka, 24, 1981, Nos. 1-8
Poland   Dr. Svátek F.

Psychológia a patopsychológia dieťaťa, 16, 1981, Nos. 1-6
C.S.S.R.   Dr. Valentová L.

Psychologia wychowawcza, 24, 1981, Nos. 1-4
Poland   Dr. Svátek F.

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Romania   Valenta I.

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C.S.S.R.   Dr. Zapletalová E.

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Italy Dr. Svátek F.

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22, 1981/1982, Nos.1-4
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C.S.S.R. Dr. Toncar J.

Učební pomůcky ve škole a v osvětě, 20, 1980/1981, Nos. 5-10;
21, 1981/1982, Nos.1-10
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Umění a řemesla, 1981, No.4
C.S.S.R. Dr. Opravilová E.

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Federal Republic of Germany Dr. Brabcová A.

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German Democratic Republic Dr. Brabcová A.

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U.S.S.R. Dr. Bláha K.

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Federal Republic of Germany Dr. Valentová L.

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Poland Dr. Svátek F.

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U.S.A. Dr. Opravilová E.

Základní a rekreační tělesná výchova, 26, 1981, Nos. 1-12
C.S.S.R. Dr. Toncar J.

Zdravotnická pracovnice, 31, 1981, Nos. 1-12
C.S.S.R. Dr. Fottová M.

Zeitschrift für Pädagogik, 27, 1981, Nos. 1-6;
27, 1981, 16. Beiheft,
17. Beiheft
Federal Republic of Germany Dr. Brabcová A.

Zlatý máj, 25, 1981, Nos. 1-10
C.S.S.R. Dr. Zapletalová E.

Zycie szkoly, 36, 1981, Nos. 1-9, No. 11
Poland Dr. Svátek F.

1. SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. BĚLINOVÁ, L.: Společenská funkce institucionální výchovy dětí předškolního věku a její vliv na výchovu v rodině. /The social function of institutional education of preschool children and its effects on family education./

Predškolská výchova, 35, 1980/1981, No.5, pp. 7-10.

This paper was delivered at the international seminar on preschool education /Prague 1980/. Education of preschool children, especially institutional education, has assumed a new function in the socialist society, dependent on the changes the society is undergoing. It reflects the main trend of the current development, i.e. specialization and institutionalization of social activities, endeavour to establish specialized professional institutions providing preschool education. A lot of attention is devoted in socialist preschool education to the acquisition of socially desirable values, gradual establishment of relationships of ethical importance. The latest worldwide research findings indicate that systematic education constitutes a prerequisite for the all-round development of a child. The new concept of preschool education in the C.S.S.R. incorporates the best features of the previous concepts of preschool education and has brought them up to a higher qualitative level. It draws upon all the positive that has been created and developed in preschool education both in this country and other socialist countries. It takes into account the current development of theories and concepts of preschool education. It endeavours to predict the future tasks of preschool education in our society. This trend reflects, among other things, in the closer cooperation between institutional preschool education and family education.

2. CYPRICH, A.: Slávna história, sĺubné a reálne perspektívy. /Famous history, promising and realistic prospects./

Predškolská výchova, 35, 1980/1981, No. 9, pp. 1-2.
1 fig.

This article, written on the occasion of the 60th anniversary of the founding of the Communist Party of Czechoslovakia, evaluates the achievements attained in Slovakia. As regards preschool education, the number of kindergarten classrooms has increased in the last five years from 5,807 /with the total of 158,013 children/ to 7,758 /219.995 children/ in the school year 1979/1980. The number of places in crèches has increased from 7,484 in the year 1952 to 26,623 in the year 1979. The number of child nurses and child minders has increased from 1,809 in the year 1965 to 4,661 in the year 1979.

3. HAVELKA, J.: Péče o nejmladší generaci - trvalá součást naší sociální politiky. /Care of the youngest generation - an integral part of our social policy./

Děti a my, 11, 1981, No.2, pp.3-4.
1 photograph.

The Party, governmental and social bodies devote a lot of attention to the youngest generation, the material and moral conditions under which it is growing up, family environment, its health, education and tuition, as well as its life style, scales of values. An extraordinary degree of progress has been made in developing preschool facilities. The percentage of children aged three to five years going to kindergarten has increased from 67% to 83% in the last five years. The XVIth Communist Party Congress decreed that care of the youngest generation should become an integral part of the complex of living standards, as well as assistance to families with children. The social policy designed for families with children will stem from the current, more complex, conditions of development of economy, specific social problems will be analysed more accurately, in a differentiated manner.Emphasis will be laid on solving questions concerning the development of services, improvement of the functional properties of goods for children. The objectives and programme conceived for education to marriage and parenthood will continue to be implemented and their importance will grow.

4. IVANOVOVÁ, L.: *Péče o zdraví a výchova nejmladší generace.* /Care of the health and education of the youngest generation./

Zdravotnická pracovnice, 31, 1981, No.5, pp.285-287.

Child care in the C.S.S.R. consists of 1. prenatal and perinatal care, 2. prevention and prophylaxis of the health of the children's population, 3. care of the intellectual, emotional and social development of children, 4. education in specialized children's facilities, i.e. crèches, infant homes, children's homes for children under three. As regards care of infants, toddlers and preschool children, there exist paediatric care services designed to look after their proper physical and mental development, they monitor their health, control their nutrition and daily routine, provide inoculation and other prophylactic measures. A special attention is devoted to the somatic and psychomotor development of children, especially in the first year. Overall medical examinations of all children play an important role in the system of mass-scale medical prophylaxis; children undergo them when they reach one and three years of age and before they start school.

5. KEŘKOVÁ, A.: Předškolní výchova na prahu sedmé pětiletky. /Preschool education about to enter the seventh five-year-plan./

Predškolská výchova, 35, 1980/1981, No.5, pp.2-5.
1 photograph.

The document "The Further Development of the Czechoslovak System of Teaching and Education" has stipulated for preschool education the requirement to strengthen the educational function of kindergarten, to continuously raise the standards of kindergarten work and to purposefully prepare children for school. An analysis of the effectiveness of teaching and educational work according to the new concept will be completed during the first three months of 1982; its result will be background data for a partial revision of the programme of educational work and methods. In the years 1981-1985 the following problems of preschool education will be investigated within the plan of research: 1. child personality and its diagnostics; 2. principal educational problems of institutional preschool education; 3. concept of family education of preschool children; 4. economic aspects of preschool education development. There were more than 470.000 children /85.8%/ going to kindergarten in the Czech Socialist Republic in 1980, and over 237.000 /82.4%/ children going to kindergarten in the Slovak Socialist Republic. In the seventh five-year-plan kindergartens will be built especially within the framework of housing construction development and self-help construction organized by national councils, with the contribution of industrial plants and cooperatives. This will make it possible to accept more five-year-old children into kindergarten, i.e. to create the same conditions for all children regarding their preparation for school.

6. KOŘÍNEK, M.: K problémům a perspektivám socialistické předškolní výchovy. /The problems and prospects of socialist preschool education./

Predškolská výchova, 35, 1980/1981, No.9, pp.3-5.
2 figs., 2 refs.

The system of institutional preschool education affects the other constituent parts of the system of teaching and education. The new content of work with children in kindergarten and provision of preparation for school to practically all five-year-old children constituted one of the prerequisites required for reducing the primary grades to four years and for introducing the new content and structure of the subject-matter in these grades. The concept of children's preparation for school is based on the difference between the process of learning taking place in preschool children and the process of learning developing in children of junior school age. The following principal criteria have been stipulated for further development of preschool education:
1. successful advancement in constructing a developed socialist society and economy to ensure a comprehensive development of all the constituent parts of the system

of teaching and education; 2. acceleration trends in children´s development; 3. to define preschool age as a stage at which foundations are laid for developing the human potential to such an extent and in such a depth as cannot be attained in the subsequent age stages. The educational function of preschool education will have to be extended to the family, as well. The science of pedagogy faces the task of developing the Marxist theory of preschool education. In particular, it will have to define the optimum stage and adequate activities ensuring children´s effective development. It will have to find, along with psychology, what are the specific features of preschool children´s tuition designed to prepare children for subsequent instruction in the basics of sciences. The socialist countries gradually develop their systems of university education of preschool educational workers, as well as systems providing further education and systems of training young researchers in this discipline .

7. MIČKOVÁ, E.: Světový kongres žen v Praze. /The World Congress of Women in Prague./

Děti a my, 11, 1981, No.4, pp.3-4.

The World Congress of Women held in Prague in October was convened on the initiative of the International Democratic Federation of Women and attended by 1,200 delegates. The International Democratic Federation of Women was founded in 1945 and it has played an irreplaceable role in mobilizing women in their joint efforts. The member organizations of this international women's federation are active in more than 100 countries in the world. Teams were set up to prepare the Prague Congress; they dealt with some specific issues concerning women's organizations /women and work, including rural women; women's equality in the society; women and family; women working for peace and disarmanent; women working for national independence and development of cooperation between national, regional and international U. S. organizations/. The World Congress of Women in Prague was held in the spirit of the slogan "Equality, National Independence, Peace".

8. Pozdravlyayem yubilyara. /Commemorating an anniversary./

Doshkolnoye vospitaniye, 1981, No.2, pp.90-91.

This is an evaluation of R.I. Zhukovskaya's work on the occasion of the 75th anniversary of her birthday. She started her educational career at fifteen years of age as teacher in one of the first kindergartens founded under the Soviet Government. She received her education at secondary vocational school and from 1929, on graduation from the Academy of Communist Education, was active in training educational workers, she lectured in educational institutes, was head of the departments of preschool education in Moscow and Leningrad. In 1955 she became editor of Detgiz, where she combined successfully publishing activities with scientific research, especially in the field of children's play and its relation to work, intellectual and moral education. She defended her doctoral thesis in 1941, dealing with the subject of "Developing the comprehension of humorous concepts in children in conjunction with their speech". During the Great Patriotic War, she took part in the preparations and organization of scientific and practical conferences. After the war she worked in the field of preschool education at the Academy of Pedagogical Sciences of the R.S.F.S.R. and in the scientific and research preschool education institute of the U.S.S.R. upon its founding. Zhukovskaya focused her research on questions concerning children's literature. She was granted the degree of doctor of pedagogical sciences in 1968, for her research work, which was later summarized in a book published in 1975, entitled "Play and Its Educational Importance". In view of her scientific and educational work, Zhukovskaya was awarded K.D. Ushinski medal.

1.2 Socialist countries

9. ATANASOV, Zh.: Dobri Chintulov i nachaloto na klasnoto obrazovanie v Sliven. /Dobri Chintulov and the basics of school education in Sliven./

Nachalno obrazovanie, 21, 1981, No.3, pp. 8-13.
1 fig., 6 refs.

Chintulov, a progressive Bulgarian teacher educated in Russia, was active in the school in Sliven from 1849. His educational activities took place in the period of development of the reformed system of education in Bulgaria. Chintulov contributed to the breaking down of school education into grades and the setting up of new grades in school.

10. AVLAS, B.: O rabote organov narodnogo obrazovaniya. /The activities of the national education authorities./

Doshkolnoye vospitaniye, 1981, No.4, pp.7-8.

The author describes his experience from Leningrad, where ninety percent of children attend kindergartens situated in the immediate vicinity of their homes. The headmistresses of the new kindergartens are appointed before the construction of the building is completed. The national education department meets with the headmistresses once in three months to discuss current issues. The House of Educational Workers organises Educational Thursdays for kindergarten teachers. The municipal methodological centre has drawn up a plan of the further education of educational workers for the entire five-year-plan. Summer recreation is organised for the children. Over 44.000 preschool children spend the whole summer in fresh-air schools. The construction of a children's village is being completed; it will provide 1.680 places to Leningrad preschoolers enabling them to spend summer outdoors.

11. BABUKOVA, P.: Parvata krachka kam novoto ESPU - tvarda i uverena. /The first step on the road to unified sedondary polytechnic school is resolute and firm./

Nachalno obrazovanie, 21, 1981, No.7, pp.3-6.

The author reports on the measures taken by the ministry. He enumerates the following principles pervading all the constituent parts of the process of teaching and education /objectives, content, organization, methods/: integrality, spiral-like /cyclic/ advancement, problem approach, optimum methods, etc. A five-day teaching week is being introduced. A special attention is devoted to the problem of teaching in the first classes of primary school, for it is for the first time now that six-year-old children start school.

12. CHOLEVA, L.: Parvi idei za preduchilishtno vazpitanie u nas. /The beginnings of preschool education in our country./

Preduchilishtno vazpitanie, 29, 1981, No.1, pp.16-22.

21 refs.

The first theories of children´s preschool education reached Bulgaria after the Crimean war, when dramatic social and economic changes took place in the country; they came from various European countries. The author of the article describes the development and realization of these theories in Bulgaria up to the end of the 19th century.

13. Encyklopedia pedagogiczna. /A pedagogical encyclopaedia./

Oswiata i wychowanie, Wersja - D, 1981, No.1-10.

Simultaneously with the first issue of the 1981 volume of the fortnightly published by the Polish ministry of public and school education /OiW/, a trial version of the new Polish pedagogical encyclopaedia came out, in the form of supplement dealing with varied disciplines, such as "The theory of organization and management of public education", "General pedagogy and related disciplines", "Special and rehabilitational pedagogy" /No. 3/. The editor of the entire encyclopaedial project is Wojciech Pomykalo; in addition, there will be a consultant responsible for each separate volume. The entries are arranged in the usual form of encyclopaedical references; emphasis is laid on extensive data, conscise expression and selective bibliography for each entry.

14. IVANOVOVÁ, L. Předškolní výchova na Kubě. /Preschool education in Cuba./

Zdravotnická pracovnice, 31, 1981, No.7, pp.436-437.
1 photograph.

Preschool education in Cuba began to develop only after the victory of the revolution in January 1959. Since 1974 only combined facilities for children aged one to six have been in use. They practise a comprehensive system of medical and educational care.

The Institute of the Child was founded in 1971, a scientific institution designed to develop an educational system and a concept of work to be realized in preschool facilities and to contribute to the theoretical and practical training of preschool education workers. Educators specialising in preschool education get their training at four-year secondary schools. Preschool facility teachers also contribute to the education of their children's parents through various forms of cooperation. The researchers of the Institute of the Child, along with the teachers, contribute to the organization and content of television programmes dealing with principal aspects of preschool education.

15. IVANOVOVÁ, L.: Předškolní výchova v NDR. /Preschool education in the German Democratic Republic./ Zdravotnická pracovnice, 31, 1981, No.3, pp. 182-183.

There were 6.062 crèches, 11.700 kindergartens and 700 combined facilities /crèche-cum-kindergarten/ in the G.D.R. in 1977. Sixty percent of children under three go to crèches; on the average, there are three professional preschool workers per 18 children. Ninety percent of three- to six-year-old children attend kindergarten; there is one teacher per 18 children. Seventy percent of children of the respective age categories are expected to attend crèches in the future; as regards kindergarten, all children whose parents will want them to will be able to attend it.

16. KARPENKO, P.: Doshkolnomu vospitaniyu - vseobshcheye vnimanie. /Preschool education should become the focus of attention of the whole society./
Doshkolnoye vospitaniye, 1981, No.1, pp.8-9.

The author reports on the experience of the Krasnodarsk region. In the course of the tenth five-year-plan, 365.000 places were provided in preschool facilities. Their numbers increased especially in villages. A unique children's town was erected in Krasnodar; its name is "Fairy Tale". It incorporates 24 preschool facilities for nearly 3.000 children. It is situated in May Day Gardens, former exhibition ground for agricultural exhibitions. The pavilions were adapted to house the preschool facilities. Children are brought there from various districts of the town by special buses. There is also a methodological centre organizing various seminars, exhibitions and conferences. A lot of attention is devoted in the region to patriotic, work and physical education. The Institute for Further Education of Teachers developed a model plan of patriotic education in 1976; each kindergarten has adapted it with respect to its specific conditions. A seminar of inspectors and methodologists was convened in 1977 to discuss the results of such measures. Some preschool facilities organized scientific-practical conferences to discuss the subject of "Perfection of patriotic and work education". Systematic procedures aimed at making children hardy, practised throughout the year, resulted in a reduction in the morbidity rate. There are seven pedagogical schools in the region; 400 qualified preschool educators graduate from them every year. Five secondary schools also incorporate pedagogical courses. Monthly preparatory courses are organized for workers from agricultural cooperative farms or recruit them for extramural studies at pedagogical schools. They were attended by more than 400 people in 1980. The national education departments endeavour to provide the maximum number of children with preschool preparation prior to their starting school. Eighty percent of first-graders have been to kindergarten, sixty percent of them have achieved the marks "1" and "2" in their school reports. This is also due to the close cooperation between kindergarten and school.

17. KLINDOVÁ, L.: Stretnutie v Helsinkách. /The meeting in Helsinki./

Predškolská výchova, 36, 1981/1982, No.3, pp.28-30.

The author reports on the meeting of the council of O.M.E.P. /World Organization for Preschool Education/ in Helsinki. She also reports on preschool education as practised in Finland. Facilities for preschoolers are administered by the ministry of social affairs and health service. There exist three types of facilities: 1. children's day-care centres; 2. child minding familites; one child minder takes care of another three children in addition to her own child; child minders are obliged to attend a specialized course and they are paid by the municipal council; 3. play centres where children can spend several hours a day under pedagogical supervision. The percentage of employed women in Finland is high and there are not enough places in the facilities. This is why the authorities are trying an experiment by introducing financial allowance for taking care of one's own child under three at home. It is either the mother or the father who is entitled to the allowance. The allowance a woman gets during her three-month maternity leave is tied up not only with medical check-ups during her pregnancy, but also with passing a medical minimum examination. Handicapped children, if possible at all, are mainstreamed into normal educational facilities. The numbers of pedagogical staff are higher than those in our country. The facilities also employ men; they have proved successful at this kind of work.

18. KOLEV, J.: Kharakteristika na preduchilishtnoto vazpitanie v Balgariya prez epokhata na parvonachalnoto natrupvane na kapitali. /Characterization of preschool education in Bulgaria in the period of primary capital accumulation./

Preduchilishtno vazpitanie, 29, 1981, No.2, pp. 25-31, No.3, pp.32-36.
15 refs.

This is the history of educational and social efforts in the field of preschool education in Bulgaria from the second half of the 18th century up to the 19th century. The author has studied the development of education, the attitude of the society to preschool education as well as the development of school legislation.

19. KOZLOVA, S. - SHATOVA, A.: "Nichego net boleye vazhnogo, chem rebenok". /"There is nothing more important than a child"./

Doshkolnoye vospitaniye, 1981, No.1, pp.66-67.

A joint Soviet-Cuban scientific-practical conference was held in Havana, attended, among others, by two researchers from the scientific research institute for preschool education of the Academy of Pedagogical Sciences of the U.S.S.R. The agenda was focused on questions concerning the education, tuition and development of preschool children. The first contacts with the researchers from the preschool education institute were established in the year 1968. Since that time, the Cuban specialists have received many-sided assistance. There are over 1.000 preschool facilities in Cuba, seven pedagogical schools and a preschool education faculty is abcut to be opened at the pedagogical institute. The Cubans, along with the Soviet specialists, have developed a programme of kindergarten education. Facilities for preschoolers in Cuba are attended by children aged one-and-a-half months up to six years of age. Children are divided into groups according to age. Kindergarten teachers work with groups of children under five, school teachers with six-year-old children. There are two teachers working with each group; one is an experienced teacher, the other is an assistant. The headmistress and a methodologist are responsible for pedagogical supervision. Some kindergartens also employ a consultant-psychologist. Medical care is provided along the same lines as in the Soviet Union.

20. MAGOMEDOV, K.: Rol natsionalnykh zhenskikh kadrov v razvitii doshkolnogo vospitaniya v Dagestane.
/The role of national women activists in the development of preschool education in Dagestan./

Doshkolnoye vospitaniye, 1981, No.10, pp.8-9.

Dagestan Autonomous Soviet Socialist Republic has celebrated sixty years of its existence. A country where illiteracy prevailed has developed into a republic with a high-level culture. There is

an Academy of Sciences of the U.S.S.R., 16 scientific research institutes, 5 higher education institutions, 466 preschool facilities for 60.000 children.
The first kindergartens were founded in the year 1920. At that time there were only six women with secondary school education. The first organizers of preschool education came to the country from Russian regions. They tried to persuade the local women about the importance of kindergarten, they recruited young people into short-term courses. They had to overcome a lot of prejudice, feudal and patriarchal holdovers. They managed to organize yearly courses for teacher training courses as early as 1926. A women's pedagogical school was founded in 1944 to train primary and kindergarten teachers. In 1979 a preschool education faculty was founded at the Dagestan pedagogical institute, incorporating both full-time and extramural studies. The preschool education centre at the Institute for Further Education of Teachers is responsible for continuous education of kindergarten teachers. Several nationalities live in Dagestan and the Russian language has become a tool of their mutual contacts. The Russian language is also taught in kindergarten.

21. MENDOZA, F.M.: O úlohách predškolskej výchovy na Kube. /The tasks of preschool education in Cuba./ Predškoľská výchova, 35, 1980/1981, No.5, pp.14-16, 18.

The primary prerequisite for a successful implementation of the teaching and educational process is children's positive emotional frame of mind.
A survey was conducted in 1971 to investigate the characteristic traits of Cuban preschoolers in conjunction with organized pedagogical work in preschool facilities. The researchers found a close correlation between the degree of a child's adaptation and the level of educational work.
The methodological guidelines developed on the basis of the research findings formulate the following principles: 1. individualized approach to children; 2. gradual separation of a child from its mother who cooperates to facilitate adaptation and gradually prolongs the length of the child's stay in the facility; 3. flexibility in building up habits and the daily routine and in respecting previous habits; sensitive approach to elimination of wrong habits; 4. prevention of overloading children during the formation of new stereotypes. Individual records are kept about each child, including his or her emotional development. Preschool facilities in Cuba are built as combined facilities for children aged one to six. Educators are trained at seven four-year secondary schools. They can supplement their education by extramural studies in higher education institutions.

22. NIKOLOVA, R.- MILANOVA, S.: Savetskite pedagogicheski idei v oblasta na preduchilishtnoto vazpitanie u nas prez 20-te i 30-te godini. /The spreading of Soviet pedagogical theories in the field of preschool education in our country in the 1920's and 1930's. /

Preduchilishtno vazpitanie, 29, 1981, No.4, pp.20-26.

Soviet pedagogical theories and practice began to spread among progressive Bulgarian educators from the early 1920's. They reached teacher organizations and journals; the authors deal in detail with their development in that period.

23. Ot dostignutogo - k novym rubesham. /Making our achievements a point of departure for extending our horizons./

Doshkolnoye vospitaniye, 1981, No.9, pp. 2-5.

The ministry of public education of the R.S.F.S.R. has recommended to evaluate the development of public preschool education in the 10th five-year-plan and to define the tasks to be implemented in the 11th five-year-plan. The ministry recommends to evaluate how the plan of expansion of the preschool facilities network is being fulfilled, as well as the plan of personnel promotion and raising of their qualifications. As a result of the organizational efforts made by the national education departments, the network of preschool facilities has been expanded. Industrial plants, agricultural cooperatives and state farms build preschool facilities to meet the needs of their employees. The number of educators in preschool facilities has increased to more than 600.000. Thirteen new pedagogical schools have been opened on the territory of the R.S.F.S.R. To be able to successfully influence educational work, the national education authorities as well as principals of preschool facilities must have a profound knowledge of their activities and must systematically inspect them.

24. PETROVÁ, E.: Rasvitiee na obshtestvenoto preduchilishtno vazpitanie i marksistkata preduchilishtna pedagogika v NRB. /Development of preschool education and Marxist preschool pedagogy in Bulgaria./ Preduchilishtno vazpitanie, 29, 1981, No.8, pp. 31-39.

Ideas concerning preschool education appeared in Bulgaria as early as the 19th century and were influenced by West European education. The first organizers and theoreticians of social preschool education appeared towards the end of the 19th century and their views were of a national and democratic nature. They also called for specialized training of educators. The Bulgarian social democratic party laid emphasis on the idea of general preschool education in the 20th century. The theories of Marxist education began to spread more and more in this field. The system of Marxist education in socialist Bultaria draws upon these progressive theories.

25. Pobednaya postup kommunizma. /The victorious advancement of communism./

Doshkolnoye vospitaniye, 1981, No.4, pp.2-6.

This is an editorial devoted to the XXVIth Congress of the Communist Party of the Soviet Union. Preschool facilities which are operated throughout the year are attended by 14 million children at present. It is twice the number in comparison with 16 years ago and eight times more as compared with the year 1950. The number does not include two million children attending seasonal facilities. The number of places in preschool facilities is planned to increase to 17 million in the course of the eleventh five-year plan. New standardised projects will be designed in 1982 respecting the climatic conditions prevailing in various regions.

26. POTEKHIN, V.: Vse luchshye-detyam. /The best for children./

Doshkolnoye vospitaniye, 1981, No.3, pp.5-7.

The author presents experience from the Crimean region. During the tenth five-year plan, 51.200 new places in créches and nursery schools were established. By the end of 1975, all seasonal nursery schools had been re-organized into facilities operated throughout the year. One-room nursery schools are being gradually closed down and new buildings are being erected with the capacity of 190 - 320 places. Children coming from more remote places are transported to the facilities. These large complexes facilitate the establishing of indoor swimming pools, gymnasiums and musical auditoriums, verandas for the children to sleep outdoors in fresh air, sports grounds. Every year in October conferences are organized for preschool facility staff to discuss questions concerning further improvement of preschool education. The researchers from the Institute for In-Service Training organize pedagogical readings and exchanges of experience. Topic-oriented seminars are organized for inspectors, methodologists, principals of model nursery schools and methodological associations.

27. RUSAKOVA, N.: Vse dlya blaga detey. /To do the maximum for children's wellbeing./

Doshkolnoye vospitaniye, 1981, No.4, pp.67-68.

The author reports on preschool education in Afghanistan. Before the revolution, preschool facilities were run by the Union of Afghan Women. Educational work was influenced by the theory of free education, there did not exist any programme of educational work. At present, nursery schools have become the first link in the system of national education. A department of preschool education was established at the ministry of education. There were 40 preschool facilities for children aged three months to seven years in the year 1980. They are placed in adapted rooms, children usually stay from 8 to 12 a.m. Only two nursery schools, built by the Soviet Union as a donation to the Afghan people, are run all day. Educators get training at general secondary education schools, supplemented by special courses. A plan is being developed at present concerning teachers' training at schools of education. A team of Afghan specialists works on the curriculum of educational work, methodological recommendations, designs of visual aids. They take into account the possibilities of implementation under the present circumstances as well as national traditions. The methodological centre for preschool education provides methodological assistance to preschool facility staff. The department of preschool education provides pedagogical education, puts forward arguments in favour of public preschool education. There are radio and television programmes for parents. The magazine Mother and Child publicizes the work of nursery schools, presents poems, stories and fairy tales for children.

28. SAKHAROVA, M.: Doshkolnomu vospitaniyu - vseobshcheye vnimaniye. /To turn the attention of the whole society towards preschool education./

Doshkolnoye vospitaniye, 1981, No.1, pp.9-10.

The author reports on experience from Ivanovsk region. A faculty of preschool education was established at the Shuysk educational institute to raise the numbers of qualified staff. An increased demand for preschool facility staff has led to the setting up of yearly courses for secondary school leavers. These unqualified persons then attend evening classes at schools of education or at faculties of preschool education at educational institutes. The regional department of national education prepares a yearly plan of inspections, administration and methodological assistance provided to preschool facilities which is coordinated with the plans of other departments involved. Scientific and practical conferences and seminar are regularly held to discuss various problems, such as children's psychological preparation for school, specific features of working in a one-room nursery school. There are 17 model preschool facilities in the region and 130 methodological associations. Pedagogical education is provided to parents not only in the nursery school itself, teachers visit parents in their works clubs.

29. SOVAROVÁ, R.: *Morálno občianska vlastenecká výchova v Rumunsku.* /Moral, citizenship and patriotic education in Rumania./

Predškolská výchova, 35,1980/1981, No.5, pp.25, 27, 29-30.

This paper was delivered at the international seminar on preschool education /Prague 1980/. Preschool education, as the first link in the preparation for school education, ensures the harmonious development of a child's personality, educates children in the spirit of love for their mother country, the party and the people, forms moral traits and cultivates behaviour, work habits, discipline, develops children's minds, stimulates intellectual abilities. Nursery school, the children's organization, community and parents' associations, cultural and educational institutions, they all bear responsibility for preschool education.

30. SHAPOSHNIKOV, D.: Razvitiye doshkolnogo vospitaniya v Rostovskoy oblasti i organizatsiya shefskoy pomoshchi. /Developing preschool education in Rostovsk region and organizing assistance./

Doshkolnoye vospitaniye, 1981, No.3, pp.7-8.

The author reports on experience from Rostovsk region. During the elevenths five-year plan, 54.500 new places are expected to be established in creches and nursery schools. Sister organizations are assigned to all nursery schools administered by the department of national education. These are especially large industrial plants or divisions, organizations, agricultural cooperatives or state farms, even schools, mostly secondary. Sister organizations help to maintain nursery school gardens, school equipment, they provide necessary repairs. Every quarter of the year, representatives of the sister organizations meet the nursery school principals to discuss the results of their work and new tasks.

31. SHISHOVA, A.: O zadachakh otdelov narodnogo obrazovaniya i doshkolnykh uchreshdeniy Moskvy. /The tasks of the departments of national education and preschool facilities in Moscow./

Doshkolnoye vospitaniye, 1981, No.11, pp.6-10.

The deputy director of the central administration of national education in Moscow evaluates the results achieved in the field of preschool education. During the ninth five-year plan, 349 preschool facilities with the capacity of 78.000 places were established. The plan for the eleventh five-year plan is to establish 284 facilities for 79.520 children. The author evaluates in detail all sections of educational work with children in preschool facilities, work with parents, preparation of children for school, administration of preschool facilities by headmistresses and school administration authorities. She presents positive examples, reveals shortcomings and analyzes their causes. The infantile morbidity rate has dropped. On the average, each child did not attend the preschool facility owing to illness for 29 days, in 1979, whereas it was only 23 days in the year 1980.

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32. SHUSTOV, A.: Vstupaya v pervyy god pyatiletki.
/Entering the first year of the five-year plan./
Doshkolnoye vospitaniye, 1981, No.1, pp.6-7.

Questions concerning the education and care of children are discussed at meetings of regional committees of the Communist Party of the Soviet Union, executive committees of the soviets of people's deputies. They adopt measures stipulating the prospects of developing preschool education in towns and in villages. The fulfilment of the plan of construction of preschool facilities is usually evaluated at meetings of executive committees. The ministry of public education and its agencies focus their attention on improving the standards of children's education and their preparation for school. National meetings are organized for the heads of departments of national education, methodological centres and preschool facilities to discuss the most important constituent parts of educational work: physical, moral, work and aesthetic education. Methodological guidelines have been developed designed for independent studies of educators, for organizing play in preschool facilities, work in facilities for children with impaired vision, work with parents, raising the qualifications of individual categories of educators, planning the work of departments of national education in the field of preschool education. A lot of attention is being paid to the generalization and popularization of best educational practical experience. The ministry of public education sponsored the movement launched by preschool staff from Yaroslavl "The experience of the best among us - a standard of work for all of us". National education authorities, along with health service authorities, create conditions for children's becoming hardy, for reducing the morbidity rate, for children's proper dietary habits.

33. TRAN THI TINH: Predškolská výchova v socialistickom Vietname. /Preschool education in socialist Vietnam./

Predškolská výchova, 35, 1980/1981, No.5, pp.20-21, 23-24,
1 photograph.

This paper was delivered at the international seminar on preschool education /Prague 1980/. The nursery school system is the first step in the system of national education. It provides education and care of children aged three to six years. A revised programme was introduced in 1978. The daily routine includes games, occupations, work activities, toilet training, trips, walks, festivals. Tuition is based especially on familiarization with the children's surroundings and speech development, familiarization with basic mathematical concepts, singing, movement to music, drawing, modelling. Care of health and proper physical development pervade all educational work. Special importance is being attached to education to positive moral traits. The legacy of President Ho Chi Minh is formulated in the following manner with respect to preschool age: 1. To love one's mother country and people. 2. To learn well and to work conscientiously. 3. To be friendly, to observe discipline. 4. To observe hygienic rules. 5. To be modest, honest and courageous. Nursery school education is being implemented in close cooperation with the family. Preschool education in Vietnam has achieved much success. Nevertheless, it is still necessary to overcome the consequences of the long and destructive war.

34. Vdokhnovlyayushchiye perspektivy. /Inspiring prospects./

Doshkolnoye vospitaniye, 1981, No.2, pp.2-5.

This is an editorial discussing the targets of the eleventh five-year plan. As regards preschool education, it stipulates to expand preschool facilities by another two-and-a-half million places, to improve the standards of school meals and care of children. In conjunction with raising the cultural standards of the people it stipulates to provide better assistance to women with their household chores so that they may devote themselves more to the education of their children.

When taking care of infants under one, women receive partially paid maternity leave and, if they wish, they can work only part-time.

35. Velikiy Oktyabr. /The Great October Socialist Revolution./

Doshkolnoye vospitaniye, 1981, No.11, pp.2-5.

This is an editorial to commemorate the anniversary of the Great October Socialist Revolution. It states, among other things, that there are about 130.000 preschool facilities for over 14 million children. The costs are 560 roubles per child in nursery school. Four-fifths of the costs are paid by the state.

36. WALCZYNA, J.: O niektórych dylematach wychowania w przedszkolu. /Some dilemmas concerning preschool education./

Kwartalnik pedagogiczny, 26, 1981, No.3, pp.63-75.

Preschool education provided within the network of nursery schools has become an integral and inseparable part of education and its importance is increasing. This is due to reasons of not merely an economic nature /women´s employment/ but also because parents appreciate the positive results achieved by nursery school in preparing children for school, developing their potential. The author discusses three problems faced by the Polish system of educational theory and practice: to build a complete network of nursery schools covering the whole of Poland, which means to expand the existing facilities, especially in the country; to develop more profoundly preschool educational programmes; to clarify the function of preschool education in relation to future school preparation /especially questions of teaching reading and writing/. The author recommends to orientate preschool education towards "basic training", based on various educational games, not on the actual instruction in reading and similar skills. All efforts devoted to the education of preschool children should be focused on the objective of developing children´s creativity, not the factual content of "learning".

37. WILGOCKÁ-OKOŇOVÁ, B.: Organizace předškolní výchovy v Polsku. /Organizing preschool education in Poland./

Predškolská výchova, 35, 1980/1981, No.5, pp. 11-13.

1 photograph.

This paper was delivered at the international seminar on preschool education /Prague 1980/. Preschool education in Poland involves children of creche and preschool ages. Findings testifying to the importance of early experience for the all-round development of a child stress the significance of preschool education. Studies focused on investigating children's preparedness for school show that there exists a close correlation between intellectual development and the influence of environment. There exists about one year's differential between reaching school maturity by six- and seven-year-old rural and urban children, to the advantage of urban children. The level of school maturity is influenced by the following factors: housing conditions, somatic problems, the mother's education, the parents' occupations. The author proves that the chance of acquiring experience determines school maturity more than age. There exists a correlation between school maturity and school achievement. This indicates the necessity to offset the differences in instructional and educational occupations of preschool children. Within the framework of the reform of the school education system, six-year-old children are integrated into general preschool education. It is organised either as day nursery schools, thirty-lesson classes and eighteen-lesson corners.

38. WOMPEL, I.R.: Janusz Korczak im "Jahrhundert des Kindes". /Janusz Korczak in the "Century of the Child"./

Pädagogische Rundschau, 35,1981, No.9, pp. 595-600.

17 refs.

The term "Century of the Child" denoting the coming 20th century was coined by Ellen Key /1849-1926/, an educational reformer who, along with others /Montessori, Gurlitt, B.Otto/ developed the early tradition stemming from the principle "to educate from within the child", respecting its needs, potential and wishes, not authoritatively, from the outside. The author analyzes from this angle also the work by the "Polish Pestalozzi", Janusz Korczak /1879-1942/ and summarizes the contribution of the events organized to commemorate the centenary of his birth /UNESCO 1978/1979/.

1.3 Capitalist countries

39. BRADLEY, M.: Under fives: research and policy.
Education 3-13, 9, 1981, No.2, pp.30-35.
10 refs.

Preschool education in England has recently become the object of many disputes, proposals of new methods and the subject of extensive research studies. The author summarizes these methods, criticizing simultaneously the lack of an integrated approach typical of the policy and practice in some spheres, which is even supported by educational research. He emphasizes the urgent need for coordination of services for preschool children provided by local school authorities. The main subject of discussion has become the classification of services into those concerning "care" and those concerning "education". The author disagrees with this classification, for most institutions do not choose their staff merely on the grounds of their interest in "care" or "education". The existing situation will have to be improved by gradual evolution, not by costly reforms. The publication Nurseries Now contains practical suggestions considering children's centres,the most effective form of providing child care. The standard of the centres is very good, but their operation is very expensive and this form of care will require more extensive and profound research if it is to be accepted as a basic form of child care. The publication also criticises child minding as a form of child care. The authors propose to abolish it. Services for preschool children should be considered with respect to the following three factors: 1. the awareness of the importance of early experience in recent decades; 2. the emergence and recognition of voluntary organizations as the main organizers of services; 3. the present and future economic climate. The importance of investment in voluntary services has grown dramatically. Free housing capacities are being used, school buildings have been made available for play group and child minding courses. Another form of care are Centres for Parents and Children, Liverpool Plan of Parent Support, which is being implemented at 117 primary schools and mini day nurseries which have been set up in some urban areas with counselling services for adults. The network of voluntary services expands and it should integrate all services for preschool children; thus it would become a developmental model of the general provision of services.

40. CATTIN-Mc NICHOLS, J.P.: The effects of Montessori school experience.

Young Children, 36, 1981, No.5, pp.49-66.
4 charts, 1 table, 2 figs., 35 refs.

The author, who himself used to work at a Montessori school, analyzed the effects of Montessori school experience for children by using several measurements. He investigated the development of movements and perception, I.Q., mental qualities /concentration of attention, excitation and depression/, emotional factors, creativity and the level of school preparedness. He also compiled the results of similar measurements by other authors. A critical analysis of the results indicates that the programme of Montessori schools was more successful in most indicators in comparison with other programmes; the author therefore recommends to subject it to further research and to apply its convincing results elsewhere.

41. DELLETTRE, E.: La mort de Jean Piaget. /The death of Jean Piaget./

L'école maternelle belge, 1980/1981, No.3, pp. 97-98.

Jean Piaget, prominent psychologist and educator, was the author of a number of books dealing with the development of thought and speech in children and with genetic epistemology /the theory of knowledge/. He focused his attention especially on research into the process of education and its methods. He conceived education as a child's adaptation to the social environment of adults. Adaptation provides equilibrium between organism and environment. It is realized through two mechanisms: assimilation /an individual transforms his or her environment with respect to himself or herself/ and accommodation/a child changes with respect to the requirements of his or her environment/ which ensure continuous interaction between object and subject.

- As regards research into the emergence of development of knowledge, practical adaptation constitutes the first stage leading to thought activities. Thinking controls activities and determines relations between objects, beings, causes and effects. Abstract thinking is formed on the basis of interiorized activities. The development of thinking and the discovery of the unknown stems from child activity.

42. Dichiarazione sulla difesa e sull' educazione del bambino dalla nascita agli otto anni. /The declaration on the protection and education of children from birth to eight years./

Scuola materna, 68, 1981, No.15, pp.958-959.

This is a document issued by the Council for Cultural Cooperation of the European Council /an E.E.C. agency/, stipulating the rights of children and the tasks of the family and the state concerning the protection and education of children. The document was submitted to the member countries as a recommendation and was also discussed at a major international conference in 1980 focused on questions concerning the rights of children /on the initiative of the European Parliament of the E.E.C. countries in 1979/.

43. Early education in Finland.

International Journal of Early Childhood, 13, 1981, No.2, pp.147 146-159.
3 figs., 1 table.

These are documents from an international conference held by O.M.E.P. in June 1981. They describe the state-of-the-art of preschool education, how it is organized, methods of teachers' training and that of educational staff for various preschool educational facilities, including a demonstration of work of preschool facilities for children requiring special care.

44. L'éducation préscolaire au Japon. /Preschool education in Japan./

L'école maternelle française, 1981, No.2, pp.10-12.
1 table, 2 photographs.

Preschool education began to develop intensively especially after 1947, when the School Act was enforced. Nurseries called Yochien are designed for children aged three to six; there are 40 children in one classroom. The nurseries are open four hours a day, 220 days a year. The article reports on their equipment and financing, educational tasks and professional training of teachers. Most preschbol institutions in Japan are private.

45. FESSLER, H.: Die Basler Kindergärten - in Kursform. /The nursery schools in Basle - in a nutshell./

Der Schweizerische Kindergarten, 71, 1981, No.7/8. p. 425.

The nursery schools in Basle, like the nurseries in other German-speaking towns, have developed under the influence of F. Fröbel's ideas. Today, nursery school attendance is voluntary, it is usually two years, five half-days a week. One teacher is assigned to a classroom attended by the maximum of twenty children of mixed ages. When a child reaches six years of age, a school psychological service tests his or her preparedness for school. Children who do not meet the requirements may be placed in the so-called introductory classes in which the programme stipulated for the first year is broken down for them into two years. Nursery school teachers get their training at two-year schools /teachers' seminar courses/ which are designed as the continuation of the minimum of ten years of school attendance. In-service training is similar to that of other teachers, there exists a wide variety of professional courses. New forms of work are being tested at present. Children from three years are accepted, children in classrooms are divided into small groups for a specific period, nursery schools also accept children with minor handicaps. Some districts allocate an educator-therapist in charge of seven nursery schools who is able to devote special attention to children who need it and to give advice both to parents and teachers.

46.GILABERT, H.: Édouart Séguin. L'homme, le médicin, le pédagogue. /Edouart Séguin - human being, physician, educator./

L'école maternelle française, 1981, No.9, pp.25-28.
3 refs.

The article commemorates the centenary of the death of E. Séguin, prominent French physician and educator. It presents his biography, summary of his works and evaluates his contribution to pedagogy, especially to the philosophy of education.

47.GOUTARD, M.: Un projet communauteire au Venezuela. /A community project in Venezuela./

L'éducation enfantine, 1981, No.2, pp.29-30.

The author reports on preschool education in Venezuela, where there exist considerable differences between preschool institutions for children from poor and rich families. To illustrate this situation, the author uses the example of two private colleges in Caracas to show how preschool institutions for the poor get financial subsidies from institutions for the rich, which makes it possible to partially offset their standards, thus to alleviate class differences which are very marked in Latin American countries.

48. HOCKBERGEN, R.A.C.: Adoption of foreign children in the Netherlands.

International Child Welfare Review, 1981, No.49, pp. 28-37.
1 table, 7 refs.

The author discusses a new phenomenon related to adoption, i.e. adoption of foreign children, which has grown considerably since the 1960's. Out of the total number of 1,698 children adopted in the Netherlands in the year 1980, 1.594 were foreign children. The author discusses some legal and ethical aspects linked to this phenomenon and states the opinion that this is a positive development, for it helps to build bridges among nations and races, while at the same time it constitutes a practical solution of the very unsatisfactory circumstances under which children live in some countries.

49. HOGREFE, J.: Wohin treibt der Kindergarten ? /What does nursery school aim for ?/

Spielen und lernen, 1981, No.3, pp.12-16.
3 photographs.

The author recapitulates the past decade characterised by enormous interest shown in preschool education and in the course of which some principal reforms have been tested. A congress on preschool education was held in 1970 attended by over one thousand participants; it launched the introduction of a planned educational system in nursery school. The congress held in 1980 was attended by 130 specialists who stated that there had occured a dramatic development in nursery school (today, it is attenddd by two-thirds of children of the respective ages), but they also mentioned the fact that the reforms had not lived up to expectations. They saw the reason in the insufficiently developed theories of preschool education. The acceleration efforts in the sphere of intellect /early reading, developing of mathematical concepts, learning of foreign languages/, often uncritically accepted from abroad, have proved inadequate for preschool age. It is especially developmental psychology that has become the main opponent of such efforts. Even the approach orientated predominantly towards social learning programmes has not brought about any principal alteration in the results achieved in educational work. In the author's opinion, the endeavour to isolate nursery school to some extent and to develop a specific organizational structure to meet the educational objectives hasnot proved successful for the reason that it has tried to adapt the child for the nursery school's sake, not to adapt itself for the child's sake. The principal objective of preschool education still remains the requirement to respect the needs and interests of the child, to develop his or her imagination and creativity; the task of nursery school is to provide the maximum conditions to meet the above objective. The ninety million DM spent on this reform have actually been used to demonstrate that the process of a child's education develops optimally under entirely natural conditions stemming from the daily rhythm of a child's life.

50. HYMES, J.L.: Building bridges for children. Childhood Education, 57, 1980, No.2, pp.72-75.

This is an excerpt from a paper delivered by Dr. Hymes on 1st April, 1980 at a conference of the Association For Preschool Education /ACEI/ in San Francisco. It dealt with mutual cooperation between individual institutions involved in preschool education, nursery schools, parents and teachers. Even though excellent programmes have been developed, as well as aids, individual nursery schools tend to separate themselves, there is lack of mutual understanding, even between parents and teachers. Without open and simple communication between all preschool education institutions, even the best educational programme will become an isolated project with a passive approach to the curriculum, controlled by the teacher, inadequate for preschoolers. To overcome these problems means to give one another support and to provide exchange of opinions. Conditions should be created for communication between family and school. The changes brought about in the society and economy /inflation, unemployment, growing tax rates, criminality/ reflect also in an inadequate education of children at home /they come to nursery school hungry, dirty, tired from excessive watching of television, they have wrong habits/. Teachers must try to understand the problems of single parents who rear the child, have to go to work and live in poverty. Parents should try to understand the teacher who has to instruct 30 children, alone, without help, with the demanding requirements and urgent needs of many miserable children. It is only through mutual support and assistance of all educators that appropriate conditions will be created for quality education of preschool children who will live their adult lives as far in the future as the 21st century.

51. OSBORN, A.F.: Under-fives in school in England and Wales, 1971-9.

Educational Research, 23, 1981, No.2, pp.96-103.
5 tables, 7 refs.

An analysis of statistical figures concerning the numbers of crèches and nursery schools for children under five in England and Wales investigates especially the following aspects: the growth in the numbers of places in these facilities, the practice of making use of this type of care only part of the day and, finally, the effects of the drop in the natality rate on the growth in the /relative/ numbers of places available to children aged three to four.

52. VERZARO-LAWRENCE, M.: Early childhood education: issues for a new decade.

Childhood Education, 57, 1981, No.2, pp. 104-109.
49 refs.

On the basis of results evaluated during the International Year of the Child and at conferences on families, issues should be defined which should be given priority in tackling them in the new decade. Originally, preschool education in the United States was provided only for children with special economic, social, educational or moral needs. It was often associated with social reform. Programmes were mostly designed for preschool children /and families/ with culturally different socialization processes and discriminatory social approaches. The principal objectives of the programmes were to raise the level of cognitive, language and social development as well as self-conceptualization. Individual programmes differed as to their philosophies of child development, teaching aids and material, methods, role definitions and educational environments. These programmes were conceived as models or a set of roles based on the process of child development. The models were divided into four categories: 1. Models of child development. 2. Verbal and cognitive models. 3. Sensory and cognitive models. 4. Verbal and didactic models. The content of the preschool education programmes was maintained within the spectrum of centrally administered all-day programmes for children from birth up to school, programmes of in-home child care, provided from birth up to school-going age; from periodic half-day nursery school attendance up to nursery schools run by state schools and the Church. The author presents a summary of effects of the procedures used in preschool education in the past, including their analysis. He proposes some issues to be tackled in the years 1980-1990: 1. What are the long-term and short-term effects of early intervention on the life of preschoolers and their families ? 2. Is early intervention necessary for the wholesome development of preschoolers reared under less than optimum circumstances? 3. What are the most suitable roles for parents and educational workers in their efforts aimed at improving preschool education? 4. What preschool education models should be used? 5. Can the existing research techniques provide relevantly important data or does there exist a need for new research methods? 6. What position should be ascribed in the preschool education programme to the needs of handicapped children? Should a differentiated approach be taken to their education, or should our efforts be modified with respect to accommodating the different needs of all children? 7. Who should be the most suitable organiser of preschool education? 8. What efforts should be exerted to ensure an adequate state policy concerning child and family care? All these issues must be discussed at working meetings, conferences, in the press, sessions of the government, for in the year 1990 there will be 10.400 million children under six whose mothers will be employed.

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53. ZANI, G.L.: Le priorità dell' educazione prescolastica in Europa. /The priorities of preschool education in Europe. Parts 2 and 3./

Scuola materna, 68, 1981, No.7: pp.428-429, p.432; No.10, pp.644-645.
10 refs.

These are parts two and three of the series /for part one, see No.2/ concerning problems related to preschool education in the E.E.C. countries, based on the documents of the Europeán Council and its agencies for culture and school education. Part two is devoted to the problem of offsetting differences in the possibilities of access to education and instruction /underpriviledged children and health care and especially social conditions, regional backwardness, etc./; part three deals with the problem of preschool education of children of foreign workers and immigrants.

54. ZANI, G.L.: Le priorità dell' educazione prescolastica in Europa. /The priorities of preschool education in Europe. Part 4./

Scuola materna, 68, 1981, No.14, pp.905-906.
3 refs.

This is part four of the series of articles based on the documents issued by the European Council

/an agency of the European Economic Community/; it deals with the future education and instruction of children of foreign workers.

55. ZANI, G.L.: *La priorità dell'educazione prescolastica in Europa.* /The priorities of preschool education in Europe./ Part 5./

Scuola materna, 68, 1981, No.16, pp.1033-1034.
6 refs.

This is part five of the series of articles based on the documents issued by the European Council /an agency of the European Economic Community/. It deals with the problem of cooperation between school, parents and society as the global environment of education.

2. THE THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems

55. AGAZZI, A.: Calano anche sulla scuola materna "contenuti" e "programmazione"? /Should nursery school also include "contents" and "programming"?/ Scuola materna, 68, 1981, No.12, pp.763-765.

The author discusses the general problem of "spontaneity" and "intentionality" at preschool age and in the education of preschoolers; it accentuates the importance of pre-logical development, development of emotions and understanding , while the nursery school educator must base his or her approach on the child, not on logically developed projects. The author is not opposed to all programmes, only to "taxonomic" contents fixed in advance; he is in favour of programmes based on the child's knowledge and his or her need "to feed" psychologically on experience, emotions and knowledge /just as the child's growing body feeds physiologically/. He stresses especially the importance of observing the child and the use of the method of analogy as a pre-logical, nevertheless an important method of cognition.

57. AGAZZI, A.: "Intenzionale": e ciòe ? /What is "intentionality"?/

Scuola materna, 68, 1981, No.11, pp.699-701.

This is a reflexion upon the "pendulum" of pedagogical thought and the contemporary "return to intentionality" as compared with the tendencies accentuating "spontaneity" in early child development. He views the contemporary discussion on the "teaching content" of nursery school, programming, controlled projects and the role of nursery school in preparation for primary school, etc., from the perspective of an extensive historial discourse where in the teacher-pupil relation the pendulum has alternately swung from one side to the other and vice versa. The author - publisher of the journal - lays a special emphasis on the limits of any "intentionality" from the outside against the organic process of child development.

58. AGAZZI, A.: Pedagogia del campanile o della "grande natura"? /Pedagogy of the parish or the "grand nature"?/

Scuola materna, 68, 1981, No.10, pp.635-637.

The problem of regional relations or of the universal validity of education has become again the subject of discussion; the author reports on the view of the group working in the didactic circles in the National Didactic Centre For The First Grades Of Primary School. It is associated with the endeavour aimed at making school open towards the life of a community or a region, getting school actively involved in the life of a particular region. The author stresses the necessity of universality of education, even though the universal concept has to be individualised according to the needs of a particular place.

59. AMOSOV, N.M.: Zdorovye i schastye rebenka. /The health and happiness of the child./

Moscow, Znaniye 1979.
Reviewed in: Predškolská výchova, 35, 1980/1981,
No. 9, p.29.

The publication outlines the prerequisites for the physical and mental health of children and discusses the principles of correct education, especially at preschool age. It casts light on child psyche, mechanisms of thought, questions concerning learning and social learning. It presents data on the development and formation of character traits and qualities, including a developmental scale of child development from sixteen weeks up to six years. In conclusion, the author deals with some questions related to education of school-going-age children.

60. CORBO, S.: Continuità educativa e institusionale tra asilo nido e scuola materna. /Educational and institutional continuity between nursery school and the crèche./

Scuola materna, 68, 1981, No.9, pp.563-565.

Interest in continuity of education requires to overcome institutional barriers between crèches and nursery schools /they were maintained for specific reasons in the past, especially hygienic ones, nevertheless, hygiene and health care have undergone changes for the better since/. The author has in mind a certain degree of institutional unification of both levels of preschool education, including unification in personnel training and standard education.

61. CRABBE-DEPRE, M.: *Pédagogie du projet à l'école maternelle.* /Project pedagogy in nursery school./
L'école maternelle belge, 1981/1982, No.1, pp. 36-46.
1 table.

The author describes his experience of using the project method in one Belgian nursery school attended exclusively by foreign children. The project respects the variety of cultures the children come from /Turkey, Italy, Spain, Morocco, etc./. It makes use of the folk cultures of various nations.

62. *Dyskusja redakcyjna o sześciolatkach.* /An editorial discussion on six-year olds./
Wychowanie w przedszkolu, 34, 1981, No.6, pp. 328-337.

The visitors invited to take part in the discussion organized by the editors of the journal were educators from research and practice, as well as officials from the ministry of school education. A lively discussion was initiated in Poland, which also got into the pages of the weeklies. It focused on questions concerning education and instruction in the final stage of work of preschool facilities and continuity between the work of nursery school and primary school. It raised the issues of some shortcomings of the reforms of 1973 and 1977, the need for additional changes, improvement of the organizational and content links between nursery and primary school, the specific features of education and instruction in village nursery schools. - The discussion was recorded by the editor B. Tuszyńska-Chechlacz.

63. GILABERT, H.: Le développment intellectual de l'enfant. /The intellectual development of a child./

L'école maternelle française, 1981, No.6, pp.12-15.

6 refs.

The author presents definitions of intelligence, as coined by Janet, Claparèd, Binet and Piaget. She elaborates in detail upon Piaget's concept which defines intelligence as adaptive and adapted behaviour developing from the simplest biological processes to the most elaborate logical structures. These structures develop in three stages: 0 to 2 years, 2 to 6-7 years, 7 to 10-12 years, 12 and onwards. In Piaget's concept, intellectual and logical development is identical; it is based on sensomotor functions. This concept was criticised by H. Wallon; in his opinion, sensomotor intelligence - practical intelligence-does not lead to abstract intelligence which is basically different.

64. HALE, J.: Black children: their roots, culture, and learning styles.

Young Children, 36, 1981, No.2, pp. 37-50.
3 sketches, 2 figs., 28 refs.

The author has compiled research findings about black children to discover specific differences to be respected in educational activities. She stresses that these differences do not concern general potential which is the same as that of other children, rather they are caused by the effects of environment, culture and life style of black families. Striking is their emotionality, style of expression where non-verbal communication often prevails, as well as some specificities of physical development and, frequently, a different - and not always suitable - dietary style.

65. HOSTETLER, L.L.: Child advocacy: Your professional responsibility?

Young Children, 36, 1981, No.3, pp. 3-8.
3 figs., 2 refs.

The author points to the increasingly deteriorating situation in the quality of all-day care of under-fives. In his opinion, it is not sufficient to provide any kind of care for children of employed mothers, but it has to be qualified care. The present situation when children in day care facilities are being looked after by well-meaning persons, yet without the necessary knowledge is considered by the author an alarming one with respect to the subsequent development of the new generation and he calls for responsibility on the part of all relevant authorities.

66. YANAKIEVA, E.: Osobenosti na vazpriemaneto na zhivopista ot 6-7-godishnite detsa. /Some specific features of perceiving a work of art by six- to seven-year olds./

Preduchilishtno vazpitaniye, 29, 1981, No.2, pp. 6-10.
4 refs.

The author reports on the results of a survey she has carried out with nursery school children. Her objective was to find how children experience a work of art. She distinguishes four groups of children - beginning with those who only enumerate the objects portrayed in a painting, up to children who /adequately for their age/ comprehend its content as well as its emotional charge. The author goes on to consider the possibilities of improving the standards of aesthetic education in nursery school.

67. KATZ, J.: Bridging values.

Childhood Education, 57, 1982, No.3, pp.131-137.
1 photograph.

The author characterizes values and discusses their importance in human life. What is the place of values in the life of man? Various kinds of values /psychological, religious, economic, political, cultural/ undergo significant alterations in their contents as a result of developing civilisation. Value systems change due to growing migration, availability of television, progressing urbanization and expansion of transport. All these kinds of values apply to education and instruction. From the moment a child comes to nursery school for the first time up to graduation from college or university it is exposed to the effects of one or a whole variety of such values. A child brings to school a value system from his or her home and from the moment it starts school he or she learns to bridge the differences between what he or she is allowed to do at home and at school. The educational process constitutes a process of incessant changes, i.e. also changes in the values of every individual.

The author defines the role of the teacher in the educational process as an important connecting link between school and family helping children bridge these differences in values. He also stresses the importance of school which is responsible for preparing children for how to get their bearing in the world they live in. School has unlimited possibilities in its resources to help children grow and develop their best values. The values school should focus its attention on include the following: accuracy; attention to detail, careful planning of one's work; organization of time and space; respect for authorities, friends, elderly people, schoolmates, books, ethnic differences, learning; responsibility; truthfulness; keeping one's promises to think before speaking, etc./. What is the teacher's role in the formation of a value system in children? He or she must explain to them that there exist differences between what they learn in school and between actual practice, otherwise children will become disillusioned and cynical. As early as preschool age, the teacher is to the child a bridge between the world of illusions and the world of reality. The teacher should demonstrate examples of people's beneficial activities in the society, school and family to make it possible for the child to orientate itself correctly in positive values and to become gradually able to distinguish them from the negative values of social life. If we require from the child to learn to seek real values, we must help him or her to become able to identify with other children /to learn to communicate with them/. It is this initial experience that will form a basis for the subsequent integration of the experience of others into the experience acquired by the child himself or herself.

68. KLINDOVÁ, L.: Psychický vývin dieťaťa v koncepcii socialistickej predškolskej výchovy. /The mental development of a child in the concept of socialist preschool education./

Predškolská výchova, 35, 1980/1981, No.6, pp.3-8.

This paper was delivered at the international seminar on preschool education /Prague 1980/. Contemporary psychology studies man in conjunction with his social environment. A collective facility for children constitutes an environment in which a child will spend a significant part of his or her life. A stimulating social environment will accelerate and perfect his or her mental development; on the contrary, lack of stimulation, especially in infancy and at preschool age, develops into a deprivation factor. It is a progressive feature of the new concept of preschool education to accentuate the stimulating character of an environment as early as infancy. Another positive feature is the requirement to enhance the intellectual development of children. Psychological studies have demonstrated that the environment of nursery school has, in general, a positive influence on the intellectual development of children. Achievement studies of young people aged eight to eighteen, with 20.000 subjects, have shown that significantly better results in tests of general intellectual abilities were achieved by those who had attended nursery school. Other studies have also demonstrated better preparedness of nursery school children for school attendance. The effectivity of stimuli is enhanced by intentional selection and purposeful controlling of their effects. This is why the present concept of preschool education conceives learning as one of the basic building stones of the physical, intellectual and social development of children. Intellectual education is conceived as the formation and perfection of basic thought operations. The stimulation programmes developed in the Research Pedagogical Institute in Bratislava, designed to enhance thought and logical operations, have considerably contributed to the developing of intellectual abilities. Children from little stimulating environments benefited most from such stimulation, whereas intellectually most advanced children benefited least. The researchers' opinion is that in a stimulating family environment the potential prerequisites for intellectual development are being used to the maximum. This finding also indicates the requirements of a differentiated approach not only in the sphere of intellect, but also in the general sense. A pressing issue is to develop diagnostic methods to investigate and evalute child achievement.

69. KOELLER, S.: Economics education applied to early childhood.

Childhood Education, 57, 1981, No.5, pp. 293-296. 27 refs.

The author discusses the problem of economics education in nursery school. The government decreed the introduction of economics education in nursery school and in the first grades of primary school, but for the time being they lack aids, research literature concerning the effects of economics education on preschoolers as well as a uniform concept. The study focused on some key questions concerning economics and education of preschoolers. 1. Is it possible to teach economic concepts to preschoolers and if it is, which of them should be selected? Some researchers are opposed to children's learning economic concepts /Kourilsky 1977/ in early childhood. He states, in a programme for older children, that children learn naturally such economic concepts as capital, production, stock of money. Others insist on young children's getting familiar with economic concepts; however, they do not define which concepts should be selected and how to conceived them.A study /Kourilsky 1977/ investigated 96 children from five nursery schools /5-6-years old/. The researchers found that the children had mastered basic economic concepts in a programme in which they took part for 30 minutes a day for three months. The children were able to identify, comprehend and apply to real-life situations concepts such as shortage, supply and demand and occasional expenditure. The children's knowledge was 4% higher /72.5%/ after the three months than their knowledge before they started the programme /68.5%/. Researcher Fox is of the opinion that children should learn only what they can actually see and comprehend of their surroundings, what is based on their own experience and many simplest economic activities /work, shopping, doing business, property and savings/. Most researchers recommend that preschoolers should be instructed in economic concepts according to developmental stages /Strauss describes developmental stages of understanding the meaning of money by children/. What still remains to be clarified are correlations between the quality of instruction /qualified versus unqualified teachers/ and the quantity of instruction /length and duration/. Children's ability to understand complex economic concepts depends on their level of cognitive development, on their basic experiences, aptitudes and interests. The author calls for more extensive studies in this respect. 2. Is it possible to measure the level of knowledge in children who mostly cannot read yet? Mosts tests assess the effectiveness of individual materials dealing with identical economic concepts. 3. What methodological aids and teaching techniques are suitable for teaching economics to preschoolers? Senesch /1973/ stressed that basic social concepts develop only in relation to an individual child's experience. If children

participate in the decision-making process in the classroom, it enhances in them their own motivation for creativity, innovation and children achieve better results. It will be necessary to conduct long-term studies of the effects of individual model programmes, economics education, teaching staff as well as teachers' preparation for these model programmes, on children.
The existing programmes will have to be improved, both those designed for preliminary /short-term/ and long-term instruction.

70. KORCHAK, Y.: Kak lyubit detey. Roditelyam o detyakh. /How to love children. Telling parents about children./

Minsk, Narodna asveta 1980.
Reviewed by: Muravyeva, T.: Iskusstvo lyubit detey,
Doshkolnoye vospitaniye, 1980, No.7,
pp.84-85.

A prominent Polish educator, physician, psychologist and writer addressed his book to parents, educators, pedagogues, to all those involved in the education of a child from his or her first months up to adulthood. He stresses the necessity of a reasonable measure of love and its educational significance. Childhood is not preparation for life, it is real life whose essence has to be grasped, this is why conditions have to be provided for a child's all-round development. A child should be conceived as a personality, his or her wishes, interests and needs should be respected. He expresses his conviction that a child's independence should not be suppressed, rather developed. He mentions heredity, but lays emphasis on the importance of environment. He explains the importance of play. His pedagogical theories are socially conditioned, yet valuable and topical in ther humane orientation, knowledge of psychology and specificities of child physiological development, respect for child personality.

71. LABYE, M.: *L'organisation et le fonctionnement des ateliers à l'école maternelle.* /The organisation and activities of studios in nursery school./

L'école maternelle belge, 1980/1981, No.5, pp. 210-219.

1 chart, 7 refs.

This is the description and analysis of a project concerning the topic Theatrical Performance, prepared by the teachers and executed by the children and parents from one nursery school in Brussels. The article includes the objective, execution and evaluation of the project method; it ascribes a lot of importance to the preparation and organisation of the environment prevailing in the studios. The many-sidedness of educational efforts is expressed in the form of a chart.

72. LAPIŃSKI, B.: Miejsce i rola zainteresowań we wczesnym dzieciństwie. /The place and role of interests in early childhood/

Wychowanie w przedszkolu, 34, 1981, No.4, pp. 206-212.
2 photographs, 9 refs.

This is an analysis of the concept "a child's interest". The author discusses the correlations existing between interests and activities /activity in children in early childhood takes priority over results of activities/, the correlation between the cognitive process and interests and, finally, between interests and education. The author summarizes in the article the applications of children's interests to preschool education as viewed from the angle of harmonious child development.

73. MEYER, A.L.: ACEI summer seminar Taipei, Taiwan.
Childhood Education, 57, 1980, No.2, pp.80-82.
1 photograph.

The ACEI summer seminar held in Taipei, Taiwan, on 9th - 11th July, 1980, to discuss the subject of Art and Child Development, was attended by about 100 pariticipants from Canada, Korea, Philippines and United States and 35 educators from China. The participants were made familiar with the work of educators in schools, universities, cultural and state institutions. The seminar was held under the auspices of the organizing committee chaired by Professor Chu-sheng Yeh Cheng, ACEI President in China, who delivered the opening address. He stressed the importance ascribed to aesthetic education both in the historical and in the contemporary modern system of education in China. He defined six methods by means of which aesthetic education enhances the development of positive qualities in children and plays an important role in their further development.
Dr Frast recalled the principal intention of the original International Association for Preschool Education /later ACEI/ "to work for the education and well-being of all children in the world" and stressed the importance of play as the primary expression of a child's continuity. In conclusion of the first day of the seminar, Dr Yeh, former

Professor at State Peking University, delivered a paper on traditional art in China and classified into categories some works of art from the National Chinese Museum. The following papers were delivered the next day: Fine Arts and Child Development, Music and Child Development, Dance and Child Development, Theatre and Child Development, Aesthetic Education and Child Development. On the third day of the seminar, the participants visited institutions providing teachers´ training, as well as primary schools, nursery schools and Fu-Yen University. The third plenary meeting discussed the problem of the role played by art in human inventiveness. The paper was delivered by Dr Eisner, art education professor at the faculty of education of Stratford University, who laid emphasis on the importance of aesthetic education in school and defined the new demanding role of art education teachers in the formation of artistic microclimate in school. He formulated four main factors affecting the enhancement of intellectual development in children through art education. In conclusion, A.L. Meyer, ACEI Director, appealed to the participants asking them to make accessible to children all forms of art and she proposed six alternatives of their implementation.

74. MISCHI, G.: *Disciplina come stile di vita: problema antico o nuovo ?* /Discipline as life style - an age-old or a new problem ?/

Scuola materna, 68, 1981, No.11, pp.720-721.
5 refs.

The author responds to the one-sidedness of "free" school, rid of oppression, which - especially with respedt to the ecological environment of school significantly affecting children's behaviour - often meant that educators had to dissociate themselves from intervention into the building up of a child's life style. Referring to the works of psychologists and sociologists /Lewis, Spitz, Bruner, Mantevani/, he defines types of authoritarian, permissive and democratic education and the corresponding types of rigid discipline anarchy and self-discipline, as well as types of educational climate.

75. MUKHINA, V.S.: *Lazhata i zavistta u detsata.* /Children, lie and envy./

Nachalno obrazovanie, 21, 1981, No.2, pp.33-40.
10 refs.

The author describes the differences between the social position of children in the capitalist and in the socialist societies. She also discusses the causes of children's asocial behaviour in socialist school and analyzes especially lying and envious behaviour, as well as the reasons leading to them.

76. NAUMOV, L.: Za godom god. /Year after year./ Doshkolnoye vospitaniye, 1981, No.8, pp.61-63.
Cont.

The author characterizes children in individual age categories for parents to know what they can expect from a child of a specific age; he also presents some conclusions, generalisations and recommendations. In the second year, a child shows a tendency to disregard the wishes of adults, his or her efforts to achieve independence become more intensive. A child cannot control his or her emotions, cannot express his or her needs in words. On the other hand, a three-year old is already able to express his or her emotions and wishes in words, owing to language development. He or she is, therefore, calmer, more relaxed, has self-confidence. The child is friendly towards parents, siblings and adults in his or her surroundings. He or she appreciates approval from adults and gets satisfaction from playing with his or her peers.

77. NAUMOV, L.: *Za godom god.* /Year after year./
Doshkolnoye vospitaniye, 1981, No.9, pp.53-55.
Part 2.

A four-year old behaves in a completely different manner. His or her movements are more secure, his or her energy is inexhaustible. He or she likes to play with children, but does not differentiate between what belongs to him or her and what belongs to others. He or she will discuss any topic and ask varied questions. He or she likes nursery rhymes. The child's interest in language should be used to advantage, various games with words should be played with him or her, as well as puppet theatre. The child becomes interested in building sets. When drawing, he or she usually changes his or her intentions. If it is necessary to correct his or her behaviour, conflicts should be prevented, the child's attention should be diverted towards another subject, a different activity should be offered to him or her. A five-year old is more restful, he or she knows his limits and succeeds in practically all activities. His or her drawings are intentional, he or she is able to complete his or her work. The child appreciates approval from adults and he or she succeeds in getting it, for he or she often surprises them by his or her knowledge and skills. The child establishes contact with an increasing circle of people, especially his or her peers. He or she is inquisitive, requires from adults to devote their attention to him or her.

The child also develops physically; he or she is able to walk up to the distance of several kilometres.

78. NAUMOV, L.: Za godom god. /Year after year./

Doshkolnoye vospitaniye, 1981, No.11, pp.53-55.
Part 3.

A six-year old will not satisfy himself or herself with the limited range of his or her home and shows interest in the world at large. He or she is full of energy which reflects especially in movement. He or she wants to be the centre of attention, likes to exaggerate. He or she likes nursery school, but does not like activities uninteresting from his or her point of view. He or she is a good companion to his or her peers. As regards competition, he or she does not like to lose. Towards the seventh year, the child begins to demonstrate more intensively a sense of justice. It is at this age that the child has already a command of grammatically correct language.

79. PETRCCHI, G.: Continuità educativa e istituzioni scolastiche. /Educational continuity and school institutions./

Scuola materna, 68, 1981, No.13, pp.831-832.

The author discusses the school education of children aged three up to ten or eleven years and the problem of contradictions between individual development of children and the mechanically compensating effects of school institutions; he goes on to discuss specifically the different levels of children's preparedness for starting the first year of primary school at six years of age /school maturity/ as well as the various possibilities of institutional stimulation of the development of slow learners and to standardize the prerequisite for school education of an entire age group of children. He comments the attempts to run various types of preparatory schools, such as "infant school" in England, "basisschool" in Holland, which form a school system for ages 4-5 up to 10-12 years.

80. PETRACCHI, G.: I problemi della continuità educative. /Some problems of educational continuity./

Scuola materna, 68, 1981,No.9, pp. 574-575.
6 refs.

The problem of "educational continuity" can be separated from questions concerning institutional continuity; the criterion is the systematic and continuous activities of educators with the common denominator of respect for the process of development of an individual. It is necessary to respect the primary process of this individual development where educational intervention should be conceived only as interaction between the educator and the person being educated and where "continuity" lies in a certain degree of unity of developmental stages of individuals on the one hand and in the common qualities of experience of the educational environment on the other hand.

81. PIROV, G.: Za psikhicheskite osobenosti na shestgodishnite detsa. /The mental specificities of six-year olds./

Nachalno obrazovanie, 21, 1981, No.8, pp.7-13.
4 refs.

The psychological characterization of six-year olds depends on whether they still go to nursery school or they already go to primary school, whether the child is educated at home or in nursery school. The author focused his attention in this paper on some specificities related to children's physical and mental development, their perception, attention, memory, thinking, language, interests. The paper is based on his years' long research.

82. Programmare nella scuola materna. Fascicolo monografico. /Programming in nursery school. A monographic copy./

Scuola materna, 68, 1981, No.18, pp.1135-1168.
1 chart, 33 tables.

Three studies were published as monographic copies

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of the journal "Scuola materna" Tironi, M.L.: Programmare nella scuola materna /Programming in nursery school/, pp. 1138-1159, Bertoglio, C.: Che cosa significa "programmare" /What does it mean "to programme" ?/, pp. 1160-1165 and Imperatori, G.: Piano di lavoro annuale /The yearly plan of work/, pp. 1166-1168. The introductory paper by Agazzi, A. - Spini, S.: Programmazione: validità e limiti /Programming: validity and limits/, pp. 1135-1137 only summarizes the articles published in the preceding copies of the journal and it is conceived as background material for discussion. Agazzi points to the tension disguised in the words "nursery school": school implies planned development of a child, education, instruction; the adjective "nursery" expresses the contradictory aspect of the natural, uncontrolled development of a child, the non-scholastic problems of early childhood, as stressed by various schools of pedagogy /Fröbel and others/. The introduction of the concept of programming or projecting of nursery school children is evidently orientated towards the former, scholastic conception and it entails some risks. On the other hand, Spini stresses in his article the potential of the ages between two and seven years with respect to the intellectual development and socialization of children and the importance of programming as a means facilitating the utilization of this potential. These general views are followed by a paper by M.L. Tironi, presenting a specific elaboration of the concept of programming in nursery school; it is based on the course of lectures at the summer school for nursery school teachers in Castelnuove Fogliani; in addition to the author, Professors Mario Cattaneo, Angelo Metelli and Giorgio Guizzi contributed to the course. The idea of programming stems from the theory that a child in early childhood should not be left only to spontaneous development, rather that his or her development can be organized and stimulated in a creative manner. At the same time, however, it defines some principles as safeguards against some risks mechanical programming could involve: the selection of the project must stem from the interest and needs of the child; it must be chosen individually, not as a standard for all children; the project must be conceived merely as an initial hypothesis, alternatives should be left open all the time for changes in dependence on the child's creative behaviour; this will also lead to the need for continuous observation, analysis and determination of the immediate targets of the project in a flexible manner, according to results achieved; with a variety of media and individual differentiation it will be possible to achieve a certain minimum common denominator for all children. The paper goes on to analyze the individual phases of a yearly project /analysis of the initial situation, definition of educational and didactic objectives, individualization of contents, selection of methodologies from the viewpoint of their optimum suitability for project acquisition, testing and assessment of the project/. The paper also contains practical demonstrations of work in all the phases and specimens of file cards with different data on the child, his or her interests and personality, evaluation of the course of the project, etc. On the basis of the experience acquired in the centre in Castelnuove Fogliani, the very detailed analytical columns of these files are used to model the most varied types of child personalities as well as different methodologies designed to develop and apply the optimum project of development - this part of the paper is the longest /pp. 1144-1159/ and probably the most valuable contribution of the entire monographic copy. In addition to yearly planning the author also discusses the didactic unity of the project throughout the period of education in nursery school /three to six years/. She demonstrates her views in the synopses of some short-term projects /such as the two-month topic "My Country"/. The paper by C. Bertogli mostly supplements the preceding didactic and methodological contribution on a systematic and national scale, taking into account institutional and organizational issues as well. This is why the author differentiates between institutional, organizational and educational programming which, naturally, is linked to didactic programming. Like the other authors, C. Bertogli stresses that to introduce programming into means nursery school me s to conceive the developing of projects as a kind of research, i.e. to observe all principles usual in scientific investigation /formation of a hypothesis, collection of material to verify

the hypothesis, implementation of a project, verification and evaluation/.
The last paper, by C. Imperatori, presents a detailed breaking down of the yearly plan of work in tabular form.

83. Quale continuità tra asilo nido e scuola materna ?
/What kind of continuity between the crèche and nursery school?/

Scuola materna, 68, 1981, No.9, pp.567-573.

The editors of the journal organized a questionnaire for prominemt educators. Questions: does there exist any continuity between the crèche and nursery school, if so what kind of continuity is it: a/ educational, b/ institutional; should continuity be expressed in and supported by the standard education and title of teachers ?

84. ROGERS, C.S. - WOLFLE, J.A.: Foundations for literacy. A building blocks model.

Young Children, 36, 1981, No.2, pp.26-32.
1 sketch, 2 figs., 14 refs.

The authors describe elements laying the general foundations for literacy in early childhood. They conceive literacy as a building blocks system in a child into which it is possible to insert individual building stones, mainly by developing language and thought, broadening the horizons of experience, forming habits and skills required for reading and writing. The quality of care of preschoolers is directly proportional to the level of literacy achieved at a later age.

85. SAVOVA, K. - VLAKHOVA, M.: Psikhologo-pedagogicheskoto prouchvane na uchenika. /The psychological and pedagogical studies of pupils./

Nachalno obrazovanie, 21, 1981, No.10, pp.23-28.
6 refs.

The authors elucidate first the theoretical foundations of the problem and the psychological methods used to study pupils, including the principal characteristics of personality. They go on to outline the possibility of studying and forming the personality of a pupil in the process of teaching and education. Such studies help teachers form objective opinions of their pupils.

86. SCHMIDT, P.: Menschenrechte für das Kind. /Human rights for children./

Pädagogische Rundschau, 35, 1981, No.9, pp. 585-593.
9 refs.

It was mainly the International Year of the Child that stirred up interest in the human rights of children and their legal and social protection; the article summarizes the results of the movement and events inspired by these objectives. The author states that it is true that some reforms have been implemented, yet even after the latest ammendment to the family law /law on family care adopted May 5th, 1979 to become effective January 1st, 1980/ children still remain "unequal" partners in the family. The left-wingers criticize the law for maintaining "parent oppression", conservative right-wingers criticize its articles protecting children from abuse of parental rights and strengthening supervision over endangered children in violent homes as excessive intervention of the government into the private sphere of citizens. Education and the school system also appeared in the limelight; an "anti-educational" movement was launched. Its aim is to change education in school to the effect that priority will not be given to the criterion of achievement, rather to a friendly and loving environment enhancing children's development. The educator is conceived not as an authority, but a friend of children/the name of one of the groups promoting this new type of education is "Friendship with Children"/.

87. SILVESTRU, A.I.: Razivitie na predstavata za sebe si v preduchilishtna vazrast. /Developing self-knowledge at preschool age./

Preduchilishtno vazpitanie, 29, 1981, No.3, pp.21-26. 1 table, 6 refs.

The question of self-knowledge as part of personality formation should get more attention from researchers. The author investigated three- to seven-year-old children to find what they thought of their physical potential and discovered that three- to four-year old children mostly overrated their potential /in 78% of cases/, while six- to seven-year olds were mostly able to assess their physical potential correctly /in 73% of cases/.

88. TRABER, J.: The child, guide for the educator. Approach to the problem from the realm of educational therapy.

International Child Welfare Review, 1981, No.48, pp. 29-39.

On the basis of analysis of several case histories, the author demonstrates that the knowledge of a child and his or her specific individual characteristics constitutes the best point of departure for tackling his or her educational problems. His therapy stems from this principle; he presents some examples from his therapeutic practice.

89. VLAČIHOVÁ, M.: Závěrečný referát. /The final paper./ Predškolská výchova, 35, 1980/1981, No.6, pp.5-8, 10-16.

This was the final paper delivered at the international seminar on preschool education /Prague 1980/. The agenda included discussion on the results achieved in institutional preschool education in the socialist countries. Its participants stressed the unprecedented development of preschool education, qualitative changes in the content, methods and forms of work. The first system of preschool education based on scientific grounds had been developed in the U.S.S.R. The Soviet preschool pedagogy influenced the development of preschool education systems after 1945 in all the socialist countries. In its present stage of development the socialist society faces new tasks in the sphere of preschool education: to meet the requirements of the working people concerning social education of preschoolers, to ensure an all-round development of children and to prepare them for obligatory school education. In all the socialist countries, preschool education constitutes the first step in the system of education and teaching. Social requirements placed on the quality and results of children's education reflect in the requirement of a systems approach to developing preschool education, its objectives, content, methods and individual educational factors. The pivotal problem to be tackled by pedagogical theory, along with practice, is to determine the optimum content of education and instruction of preschool children. A comprehensive system of preschool education requires to tackle systematically questions of children's family education as well. Cooperation between the socialist countries could help to solve many pressing issues, such as: clarification of the correlations between individual factors of preschool education and its constituent parts; development of a system of preschool education; comprehensive development of the system, methods and forms of preschool education; cooperation between preschool facilities and family and its effects on family education; defining criteria to assess the developmental level of children at different age stages; determinig criteria for selection of applicants for study at pedagogical schools and psychological prerequisites for the profession of nursery school teacher. In conclusion , the participants stressed the necessity to intensify international exchange of information.

90. WINTHER, M.: Les sciences physiques à l´école maternelle. /The physical sciences in nursery school./

L´école maternelle française, 1981, No.3, pp.9-10.

The period between the fourth and sixth year in a child´s life plays a decisive role in the development of its intelligence. The child acquires a number of patterns and models facilitating it to comprehend the world surrounding it. The child acquires also some physical knowledge; its acquisition should prevent the formation and reinforcement of wrong models the correction of which is difficult in later years. The objectives set by a teacher in the nursery school physical laboratory are modest: 1. to teach children to perceive attentively things from their everyday surrounding which they come across daily but whose existence they do not realize; 2. the knowledge acquired in this way should be categorized and the processes of deduction and analogy should be developed in children, on the basis of their activities; 3. children should be made aware of the risks different physical phenomena entail. The author goes on to describe the procedure she uses in familiarizing children with electricity.

91. WOLOSZYNOVÁ, L.: Psychologická a pedagogická podmienenosť adaptácie detí ve výchovno-vzdelávacích zariadeniach./The psychological and pedagogical prerequisites for children's adaptation in education and teaching facilities./

Psychológia a patopsychológia dieťaťa, 16, 1981, No.3, pp.195-210.
17 refs.

Good adaptation of children in educational and teaching facilities determines the development of their developmental potential. In the introductory section of her article the author discusses backward development as well as acceleration of development. In the other section of her article she reports on research findings - both of Polish and foreign researchers - concerning the influence of the family and collective facilities on the development and formation of child personality. -Translated from Polish.

92. ZAPOROZHETS, A.V.: *Psychologicko pedagogické problémy predškolskej výchovy v podmienkach rozvinutého socializmu a vedecko technického pokroku.* /Some psychological and pedagogical problems concerning preschool education under the conditions of advanced socialism and scientific and technological progress./

Predškolská výchova, 35, 1980/1981, No.6, pp.9-15.
1 photograph, 3 figs.

This paper was delivered at the international semina. on preschool education (Prague 1980). Systematic education of millions of children plays an important role in developing the mental potential of the citizens of the socialist countries. The theory of socialist preschool education is based on humane democratic principles: every child is naturally gifted and endowed with a great developmental potential. To facilitate its development, nevertheless, adequate living conditions and education have to be provided as early as infancy. Extensive studies in the U.S.S.R. and in other socialist countries have demonstrated the effectiveness of social preschool education, its importance with respect to children's further development and to school achievement. The requirements placed on the system of education, including preschool education, are on the increase. It is an important pedagogical task to develop children's intellectual abilities, to give them a chance to find their own way in the information flow, to take a creative stand to practical and theoretical problems. Soviet psychologists have proved that even such specifically human abilities as thinking, logical memory, creative imagination are not congenital, rather formed from early childhood alongside with acquisition of social experience. Such acquisition takes place actively in the course of different kinds of children's activities. Each age stage involves a specific kind of a dominant activity. In early childhood, for example, it is manipulation with objects, it is play at preschool age and learning at school-going age. The studies conducted by the researchers of the Scientific and research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. in Moscow have shown that children's cognitive potential is higher than assumed by researchers in the West. Even though preschoolers do not think yet in abstract concepts, they are able, under certain circumstances, to reflect in concrete and figurative thinking not only the external signs of objects and processes, but they may also manage to discover the internal relationships existing between them. Another important task is the perfection of moral education. As early as preschool education foundations should be laid for the formation of inner convictions and moral motivation facilitating children to act in their later years in harmony with the ideals and norms of communist morality, out of their own conviction. The moral education laboratory seeks optimum forms and methods of combining children's familiarization with moral norms and their own practical experience and needs. Aesthetic education plays an important role in the formation of moral concepts. Its effects may be enhanced by building up closer relations between its individual constituent parts /music, art activities, fiction, etc./. When perfecting the individual constituent parts of education, they should be parallelly integrated into a comprehensive system. This principle is being implemented in the curriculum of educational work, yet not consistently enough. Physical education has to be more closely linked to intellectual education, intellectual education to moral education and moral education to aesthetic education. As regards pedagogical research, there exists a need for objective logical analysis of basic knowledge, moral and aesthetic essentials children should acquire at preschool age. Psychological research should reveal potential achievement as well as the laws governing the acquisition of knowledge and skills. It should also define alterations in child development brought about by educational efforts. To prevent children's overburdening, physiological studies are necessary dealing with the effect of the contents of curriculum and methods of educational work on children's organisms. All these subsystems of the entire complex of pedagogical research must be coordinated and integrated in keeping with pedagogical problems just being tackled so as to determine optimum pedagogical conditions required to ensure the maximum realization of the psychological potential of a child.

93. ZOBERMAN, N.: Enfante doués, bien doués, moins doués, surdoués. /Gifted children, very gifted, less gifted and exceptionally gifted children./

L'école maternelle française, 1981, No.6, pp.17-30.
1 plot, 8 refs.

The author summarizes in his article problems related to giftedness, as encountered by a nursery school teacher in her practice. He analyzes intelligence from the psychological point of view /concept of intelligence, intelligence at play, measurements of intelligence, different kinds of intelligence, intelligence and development, inherited intelligence, levels of intelligence, intelligence and affectivity, intelligence and man's further development/. The author concludes his article by discussing the pedagogical aspects of education of gifted and less gifted children with respect to equal chances.

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94. Zhurnalu "Doshkilne vikhovannya" - 50 let. /The 50th anniversary of the journal "Doshkilne vikhovannya"./ Doshkolnoye vospitaniye, 1981, No.6, pp.84-87. 11 photographs.

The journal Doshkilne vikhovannya, published by the ministry of education of the Ukraine, celebrated fifty years of its existence in May 1980. During this time, five hundred issues of the journal have come out. A detailed analysis of the 1980 volume shows that the journal deals with all questions concerning methodology of education and instruction of preschoolers. It is extensively illustrated. There are many contributors to the journal, such as preschool facility staff educators, Party and governmental officials, national education department officials, soviet deputies, health service and physical education workers, lawyers, writers, journalists, architects, college and university professors, scholars, researchers, actors, musicians, graphic arts designers, parents, etc. The journal has preserved its national specificity, on the other hand it maintains contact with all the other Union republics, making use of their best experience. The journal can be called 'encyclopaedia for educators involved in the field of preschool education'. It includes columns presenting reviews of specialized literature, exchange of experience, legal questions and a column entitled "Little Sun" presenting children's songs and dances.

2.1.2 From the psychological angle

95. ADLER, H.: *Psychologische Richtungen, psychologische Lexika.* /Psychological trends, psychological dictionaries./

Der Schweizerische Kindergarten, *71*, 1981, No.2, pp.94-97.
8 refs.

The author reports, among other things, on a new conscise psychological dictionary published by Beltz in 1980. It does not contain mere definitions, individual entries are very detailed. Seventy-five authors contributed to the dictionary.

96. TSEKHANSKAYA, L.: *"Ya sam!"* /"I'll do it myself!"./

Semya i shkola, 1981, No.1, pp.38-40.
1 photograph.

In its third year of life a child's efforts at independence and interest in varied activities become more intensive. Such an alteration in its mental development depends on progress made in acquisition of skills: the child has mastered basic movements, is able to manipulate various objects, his speech improves. The child's efforts at independence should be encouraged. The child enjoys the mastering of new activites, which encourages it to make further attempts. The child's questions should be answered, i.e. not only to name objects, but to explain their purpose and uses. The child's interest in the surrounding world reflects especially in its play. Didactic toys /jigsaw puzzles, etc./ are most suitable at this age. The child is able at this stage to recognize basic colours, objects of basic geometric shapes even though it is still not able to name them.

97. TSEKHANSKAYA, L.: Uchitsya upravlyat soboy. /Learning to control oneself./

Semya i shkola, 1981, No.9, pp.36-38.

In the fourth year of a child's life its cognitive activity grows, which broadens its knowledge of the surrounding world. Intentional behaviour can be observed in all the child's activities. Adults should set adequate tasks to children and see to their fulfilment. In doing so they should encourage the child's independence. The child's play develops in quite a new pattern. The child assumes specific roles and its behaviour during play is governed by the child'd ideas about the behaviour of the persons it represents. Adults should familiarize the child with the surrounding world and explain to it the mission of man involved in a particular kind of work. In varied activites /constructing, drawing, modelling/ it is the material itself that contributes to the developing of general concepts: the building blocks of a construction set are geometrical shapes, colour pencils are the colours of the spectrum, etc. Here again adults should help the child, name and specify the individual characteristics of objects and processes.

98. ELKIND, D.: Child development and early childhood education: Where do we stand today ?

Young Children, 36, 1981, No.5, pp.2-9.
3 refs.

The author summarizes research conducted in the field of developmental psychology. He states that the findings discovered are mostly not utilized for the reason that their introduction into practice constitutes a long-term process. He appreciates Piaget's works facilitating a relatively rapid application of the new findings about the child to the process of education and teaching. He goes on to present a survey of theories related to social learning and their applications to the educational projects that have been implemented in recent years.

99. FOMINA, M.: *God shestoy, god vtoroy.* /The sixth year, the second year./

Semya i shkola, 1981, No.9, pp.26-29.
1 photograph.

These are excerpts from a mother's diary. She describes the development of her children, a six-year-old daughter and a two-year-old son. She compares their development, pointing to differences in their mental development.

100. KIRILLOVA, G.: *Realisticheskiye tendentsii v voobrazhenii detey.* /Realistic tendencies in children's fantasy./

Doshkolnoye vospitaniye, 1981, No.12, pp.45-47.

The question of realism in children's fantasy plays an important role in the formation of active fantasy and in developing the corresponding methodology of controlling varied activities of preschoolers /games, drawing, verbal creativity/. Soviet psychologists have discovered that children's play and drawings reflect clearly a specific kind of realism of child fantasy. These authors use the term 'realistic tendencies' to denote a whole number of specificities of child fantasy: various fabrications and facts of the realms of dreams and reality, observing the logic of the real world, ability to discern the bounds of fantasy. The author has studied realistic tendencies as reflected in the drawings of over two hundred children attending preparatory classes. She asked them to draw that "which is not usual in reality". She conducted this experiment to confront the views of H. Wallon, who believes that children under seven, eight years of age are not able to create fantastic characters. The study, however, has shown that older children of preschool age are able to create fantastic compositions, figurative situations containing unusual combinations of identical or varied elements. The knowledge of fairy tales enables seven-year-old children to create unreal, fantastic situations. The author proposes to continue to set similar tasks to children on a larger scale, for their execution reinforces in children their knowledge of some objective laws governing nature and society, ddvelops their intellect and generates positive emotions.

2.2 Methodology: research

101. BENEDETTI, G.: Über perinatale psychologie. /On perinatal psychology./ In collaboration with P. Zindel.

Der Schweizerische Kindergarten, 71, 1981, No.9, pp. 472-478.
27 refs.

The author reports on several studies comparing the mental states of mothers, their attitudes to the babies they expected in the later months of pregnancy with the state of the baby born. The infants of mothers who did not want them manifested four kinds of syndrome: increased need for sleep, motor restlessness, feeding problems and tendency to vomit. The author goes on the present case histories and derives from them that the mother's mental state affects the psyche of the unborn infant which, in turn, leaves tracks on the infant's life persisting often up to its adulthood. The author concludes by stating that it is true that prenatal development takes place in the mother's body, yet it is not solely dependent on it. Another decisive influence are persons close to the mother, such as the husband and parents, who affect her mental state.

102. FOTTOVÁ, M.: Mezník ve vývoji předškolní výchovy. /A milestone in the development of preschool education./

This is an evaluation of the activities of the scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. on the occasion of the 20th anniversary of its founding and the 75th brithday of its director, A.V. Zaporozhets. There are ten laboratories: for physical, intellectual, moral and aesthetic education, children's preparation for school, speech development, for work with parents and family education; the specificity of early childhood education is studied in the laboratory dealing primarily with questions concerning intellectual and moral education. There are also laboratories for the psychophysiology of preschoolers and for personality development. A typical feature of the institute is that it makes public its research findings soon after their discovery, as well as their subsequent putting into practice. Intermediate research results are currently published in the journal Doshkolnoye vospitaniye. During the institute's existence, its researchers have prepared for publication over a hundred monographs, collected volumes and methodological guidebooks. The curriculum of educational work in the crèche and nursery school, whose first edition was prepared by the institute in 1962, has currently been revised and completed to incorporate the latest research findings. The institute cooperates with scientific research institutes in Bulgaria, Czechoslovakia, Cuba and the German Democratic Republic. It receives delegations of foreign scholars and school education workers. It organized a Soviet-American seminar on preschool education. Exchange of experience with Japanese scholars has a long-standing tradition. During the twenty years of developing and administering the institute by its director, A.V. Zaporozhets, progress has been made not only in the sphere of personnel, but the institute has also assumed the character of a workplace influencing the theory and practice of preschool education in the U.S.S.R. and its importance reaches beyond the borders of the U.S.S.R. More recently, the institute has focused on developing a comprehensive approach to preschool education and its introduction into practice. Simultaneously, its researchers study the potential of the preschooler, the laws governing the acquisition of knowledge and skills and they look for methods of objective determination of alterations in child development brought about by intentional pedagogical efforts.

103. GRESSENT, G. - ZANFERLI, L.: *I bambini disegnano le loro paure.* /Children draw their fear./

Scuola materna, 68, 1981, No.13, pp.863-864.
10 figs.

This was a study designed to investigate children's anxieties through free drawing in nursery school. The authors present examples of drawings and verbal characterizations of children /in replies to questions: What is it like to be afraid ? What is fear ? What if fear had a face ?/

104. GUZ, S.: Wplyw motywów na dzialanie dzieci sześcio-siedmioletnich. /The effects of motives on the behaviour of six- to seven-year-old children./

Wychowanie w przedszkolu, 34, 1981, No.1, pp. 17-23.
1 photograph, 5 refs.

These are the results of an experimental survey conducted in various places in Poland /in the country as well as in towns/ in spring 1980; the subjects were 164 children aged six to seven, chosen individually from 28 preschool facility classes. The survey focused primarily on differentiation of individual /particular/ motives, social motives and, finally, activity motives, as well as determination of the hierarchy of individual motives /with respect to effectiveness/.

105. Institutu doshkolnogo vospitaniya APN SSSR - 20 let. /The 20th anniversary of the Institute of preschool education of the Academy of pedagogical sciences of the U. S.S.R./

Doshkolnoye vospitaniye, 1981, No.1, pp.42-43, p.76.

A scientific research institute of preschool education was founded within the Academy of pedagogical sciences in 1980. The following tasks were set to it: 1. To conduct studies in the field of preschool pedagogy and psychology, developmental psychology, to determine the optimum conditions for child development and education; 2. To study and generalize best pedagogical experience; 3. To develop programmes and methods of education and instruction of preschoolers. The institute is a comprehensive research institution. It employs specialists on pedagogy, psychology, physiology, medicine, philology, various spheres of aesthetic education. This facilitates to tackle effectively various problems concerning the education of preschoolers. There are ten research laboratories: for physical, moral, aesthetic, intellectual education, for intellectual and moral education of children in early childhood, speech development, children's preparation for school, development of emotions in children and for family education. There are also the following problem-solving groups: for children's play and toy, organization of preschool education, formation of child personality and for neuromental specificities of children. As a result of their studies, the researchers have prepared over 100 titles for publication. Twelve have received awards from the Presidium of the Academy of pedagogical sciences of the U.S.S.R. The institute developed in 1962 the Curriculum of Educational Work for Early Childhood and Preschool Age. It has been currently revised and completed to incorporate the latest research findings. The institute employs today eight doctors of pedagogical sciences and ten researchers are working on their doctoral theses. Since its founding, the institute has been administered by Academician A.V. Zaporozhets, who has concerned himself with the theory of enrichment of child development, education of those valuable physical and mental qualities which develop most intensively at pre-school age, such as concrete and abstract thought, creative fantasy. As regards education and instruction, attention must be focused on what affects positively an all-round development of children, not on what may be achieved in children in general. The theory is also being developed by the other researchers. The work of the team of researchers and its director has been given credit in the form of a number of high state, Party and trade union awards.

106. IVANOVA, D.: Motivi za izbor na uchitelskata profesiya. /Motivation underlying the choice of the teaching profession./

Preduchilishtno vazpitanie, 29, 1981, No.4, pp. 36-42.
4 tables, 1 ref.

This was a study designed to investigate the motivation underlying the choice of the teaching profession by students applying for study at the Pedagogical Institute in Sofia. The author classified their motives as socially significant /need to work for the society, awareness of responsibility, etc./, social and personal /efforts to raise the level of one's education, achievement at work, social status of the teaching profession, etc./ and personal /high salary, prospects or personal advancement, easy work, etc./. The author presents a detailed analysis of the results of the study.

107. LEZINE, I.: Quelques applications pratiques de l´oeuvre de Jean Piaget dans le domaine de la petite enfance. /Some practical applications of Jean Piaget´s works to early childhood./

Revue française de pédagogie, 1981, No.57, pp.22-29. 36 refs.

The author of a number of books and studies on early childhood psychology /for example, Propos su le jeune enfant, 1974, and others/ and a researcher in the team entrusted with state research into this field /CNRS, Paris/ presents in a brief survey, yet extensively documented by literature, a report on the current trends and findings of research initiated directly or indirectly /for example by the collaborators in his Geneva institute/ by Jean Piaget. The author of the article started her research in Paris crèches as early as 1954, but she focused in her paper primarily on research conducted in the 1970´s, such as the stages of sensomotor development of children going to crèches, organization of manipulatory activities in infancy, coordination of movements and vision /eye-hand/, as well as development of social interaction between children attending crèches, emotional development, games and toys and their effects on early child development, beginning and development of language, interaction of infants and older children, communication between children and adult personnel in crèches, etc. It is worth noticing that the study also refers to the findings of Soviet researchers /French translation of the work of a team of researchers led by A. V. Zaporozhets: The World of Childhood - The Preschooler, 1969/. The paper reports on observation techniques /such as film and other media/.

108. MILIEV, D.: Da ne zabravyame profesionalnata i choveshkata si otgovornost. /Bearing in mind our professional and human responsibility./

Preduchilishtno vazpitanie, 29, 1981, No.2, pp. 20-24.

5 refs.

Fear experienced by children entails grave consequences for their later mental development. The author, who has concerned himself with studies of children's fear for a long time, describes the state of fear and its consequences. He analyzes factors damaging child psyche and investigates the cause of serious speech defects. He goes on to deal with prevention of situations evoking fear in children.

109. Problémy výzkumu dětského diváka v loutkovém divadle. /Some problems concerning research studies of the children's audience in the puppet theatre./

Československý loutkář, 31, 1981, No.2, p.29.

This is a report on a diploma thesis dealing with the topic Methodological Problems of Studies of Puppet Theatre Audiences with Special Regard to the Children's Audience. The thesis was defended by Marta Kulová, employee of the Regional Cultural Centre in Brno, to graduate from her extramural course on the theory of culture at Palacký University in Olomouc. The pivotal theme of the thesis is the design of an "ideal" research project of the children's audience. It was developed on the basis of literature data and experience of the existing studies of puppet theatre.

110. ROMANINA, V.I.: Razvitiye elementov tvorcheskogo konstruirovaniya u shestiletnikh detey. /Developing elements of creative construction in six-year olds./

Sovetskaya pedagogika, 1981, No.6, pp.52-56.

This was a study designed to investigate the possibilities of using general-purpose construction sets by six-year olds attending nursery school. The author describes the procedure used - errors, gradually increasing the level of difficulty of tasks, content and organization of children´s work. She also discusses in her article the problem of what to do with finished "products". The results of the study are positive.

111. SMETÁČEK, V.: Kniha a její čtenáři./Books and their readers./

Zlatý máj, 25, 1981, No.9, pp.558-563.

The author discusses the possibilities of an exact study of the morphology of a work of art and its effects on readers. He answers in detail two fundamental questions: 1. Is it possible to predict in the sphere of literary works of art, their perception and experiencing, the existence of specific laws which could be discovered by means of quantitative methods ? 2. Where and to what extent can the discovery of these laws,assuming they exist, be beneficial to practical work with child readers ?

112. SUCHORA, A.: Wplyw barwy na percepcje obrazów statycznych przez dzieci szescioletnie. /The effects of colours on the perception of static pictures by six-year olds./

Wychowanie w przedszkolu, 34, 1981, No.6, pp.340-344.
1 table, 6 refs.

This was an experimental study designed to investigate the effects of colour or black-and-white illustrations on children's perception /age: six/; it demonstrated the very important role colour played with respect to accelerated development of children's perception.

113. SUGÁROVÁ - KÁDÁROVÁ, J.: Verbálna reprodukcia rozprávok u detí predškolského veku. /Verbal accounts of fairy tales by preschoolers./

Psychológia a patopsychológia dieťaťa, 16, 1981, No.2, pp.151-155.
11 refs.

The author reports on a U.N.E.S.C.O. - sponsored research project /1969/. The author's own research is based on the studies mentioned. She analyses the research findings from the following points of view: a/ defining the substance /main data/ of the story, b/ accuracy and agreement of content when giving an account of the story, c/ density, purposefulness and consistency of verbal material on the basis of the frequency of words used; correlation between the number of redundant and useful words. Translated from Russian. A summary.

114. Una nuova maschera italiana: Stussichino. /A new Italian mask: Stussichino./

Scuola materna, [illegible], 1981, No.8, pp.539-548.
4 figs., 11 photographs.

Subtitle: A study of programming in nursery school "Don E. Venturini" in Gievecca di Lugo /Ravenna/. This is a detailed description /including illustrations/ of a project of collective preparation for a carnival and the making of a new mask /figurine/ - "Stussichino". Procedure used: the study and familiarisation with typical masks worn at Italian carnivals /i.e. regional and traditional local characters, such as Arlecchino - from Bergamo, Pulcinella - from Naples, etc./, giving accounts of carnival feasts, reciting of poems, songs, etc., cooperation with parents in preparing a specific "map of carnival figures in Italy", children discussing with their parents topics such as "tell me what carnivals used to be like in the days of your youth", etc. Diverse children's activities were involved throughout the project /drawing, dramatic, plastic, language and other activities/, cooperation between parents and the school was strengthened.

115. WHITE, B.L.: Primary prevention: Beginning at the beginning.

The Personnel Guidance Journal, 58, 1980, No.5, pp.338-343.
17 refs.

The author presents the research findings discovered in studies concerning child development at preschool age to prove that educators and psychologists ignore them in the intervention approach. The author conceives the family as the primary educational system for the infant and puts forward some specific suggestions to help educators and psychologists. The basis of educational capacity of children under three is language development, inquisitiveness, social development and elementary cognitive intelligence. The educational systems ignores this basic development in the first three years, which results in learning failures in elementary school. Underachievement and failure in early childhood can be counterbalanced only with difficulties and it entails enormous expenditure. Only few children get sufficient care to develop outside the family. The Brookline Early Education Project was designed to improve the preschool education of children under six. The author stresses the importance of an early discovery of educational shortcomings and causes of failure in education and instruction. He mentions the following difficulties encountered by families: a/ ignorance- parents are not sufficiently instructed how to take care of their baby; b/ stress - from eight to twenty-four months the infant faces the most critical period in its life /high mortality rate/.

This period is full of stress for the parents; c/ insufficient help - mothers usually rear their children alone. The author submits some suggestions concerning educational programmes for parents: 1. to educate all future parents and to provide them with a knowledge of child care and development in infancy;2. to organize courses, mini-courses prior to birth and after birth and to provide parents with continuous education on television on the basis of The Brookline Project;3. to organize continuously voluntary training for parents in care of children under six;4. to provide adequate services whenever special needs arise and to children requiring special care;5. to provide remedial care as soon as deviations in development are discovered.

116. WOLSZYNOVÁ, L.: Psychologická a pedagogická podmíněnost adaptace dětí učebně výchovným zařízením. /The psychological and pedagogical prerequisites for children's adaptation in an educational and instructional facility./

Predškolská výchova, 35, 1980/1981, No.6, pp.17-20. 1 fig.

This paper was delivered at the international seminar on preschool education /Prague 1980/. The author reports on research into the effects of infant homes, crèches, family and nursery school on child development. Studies conducted in the 1950's showed the adverse effects of children's long stays in crèches and infant homes. These children manifested deviations from the developmental norm, especially with respect to higher forms of mental activity, general motor functions and manipulation, they displayed passivity and tendencies to negative emotional states.

In the 1970's, studies were conducted to compare children reared in the family and in crèches with a high standard of educational work. No differences were found between these groups of children, yet children from the crèches displayed emotional lability. Research is being conducted at present, to study the emotional and socio-emotional adaptation of three-year-old children to nursery school.

A correlation has been found between a child's adaptation to nursery school, his or her living conditions, especially the educational situation in the family. A reasonable attitude to the child and rational education have been found most effective, whereas exaggerated care, love and pampering of the child have adverse effects.

2.3 History

117. AGAZZI, A.: *Attualità del discorso pedagogico agazziano e montessoriano /a trent anni dalla scomparsa di Rosa Agazzi e di Maria Boschetti Alberti/.* /The ideas of Agassian and Montessorian pedagogy are still alive today - to commemorate the 30th anniversary of the death of Rosa Agassi and Maria Boschetti-Alberti./

Scuola materna, *68*, 1981, No.15, pp.968-972.

The Agazzi sisters /Carolina, who died in 1945 and Rosa, whose 30th anniversary of her death in 1951 is being commemorated in the article/ were, along with Maria Montessori and Maria Boschetti-Alberti /who also died in 1951/ the main representatives of child pedagogy which combined scientific approach with attention paid to the child /"a child of flesh and blood, a live and specific child, a child as a subject in its own right"/. The author recalls their work not conceived as a special "school" or "method" in the technical sense, but as a general approach, pedagogical "language"; he elaborates on the historical and pedagogical context, beginning with the end of the 19th century, their attitudes to Fröbel´s pedagogy, to the works of Paolina Kergomardi, to Pietro Paoli; he looks for the features the Agazzis sisters, Montessori and Alberti had in common - but also for differences. As regards didactic aspects, he discusses the aspects of "spontaneity" and rationality in preschool education, speech development, "anti-museum" or "didactic museum" in the system of aids used in nursery school, the role of play and work /practical occupations/, artistic and manual activities. He lays a special emphasis on extensive experience, especially of the Agazzi school, its essential linkage to the life of children's natural environment, its popular elements - The Agazzi school in Mompiano near Brescia was a school for children from the popular suburbs of the town, partly rural and partly urban population from the lower classes.

118. FROLOVA, O.: Ian Amos Komenskiy o vospitanii i obuchenii detey v semye. /Comenius on the education and tuition of children in the family./

Doshkolnoye vospitaniye, 1981, No. 11, pp. 35-36.

The author presents Comenius's pedagogical views as incorporated in his School of Infancy. This publication, translated into Russian as "Materinskaya shkola" represents today a bibliographical rarity.

119. KAZARYAN, L.: *Sovetskaya doshkolnaya pedagogika o nravstvennom vospitanii detey.* /The Soviet preschool pedagogy on the moral education of children./

Doshkolnoye vospitaniye, 1981, No.7, pp.39-42.

The new objectives of preschool education were defined in the Programme of the Communist Party /1919/, in the historical speech presented by V.I. Lenin at the 3rd Congress of the Young Communist League /1920/ and at the subsequent congresses on preschool education. N.K. Krupskaya contributed significantly to the theory of preschool education. She linked the content of education and its methods to the objectives of Marxist pedagogy. The theory of linking the objectives and tasks of education to the policy of the Party and Government was presented for the first time at the 1st Congress on Preschool Education. The 2nd Congress subjected to criticism the existing educational systems, especially the system of free education. The draft Programme of Work in Preschool Facilities was developed in 1932. Attention focused in it on questions of moral education.

120. KERZHENTSEV, A.: I. G. Pestalotsi o pervonachalnom razvitii i vospitanii. /J.J. Pestalozzi on initial education and tuition of children./

Doshkolnoye vospitaniye, 1981, No.1, pp.45-48.

The author discusses Pestalozzi's opinions concerning the education of preschoolers, incorporated in his letters and pedagogical diaries describing the education of his son and his works entitled "How Gertrude teaches her children" and "The Book of Mothers". Influenced by the philosophy of J. J. Russeau, Pestalozzi saw the objective of education in a harmonious development of congenital natural potential and skills. It comes naturally to a child to ask for independent activities and it is an educator's task to channel such efforts in the right direction. He based his theories on the assumption that everybody has a potential for physical, intellectual and moral development. Between six to eight years of age a child becomes able to learn and school achievement depends to a certain extent on how the child's abilities were developed at preschool age. Unlike J. J. Rousseau, Pestalozzi was convinced that in specific instances an educator must give a child directions and must require that they should be met. A child must know exactly what is allowed and what is not; it must learn to overcome difficulties. Pestalozzi attached a lot of importance to the role of mother in education, but - unlike other educators - he also stressed the importance of the father.

121. KERZHENTSEV, A.: *Pioner obshchestvennogo doshkolnogo vospitaniya.* /A pioneer of public preschool education./

Doshkolnoye vospitaniye, 1981, No.6, pp.59-61.

This is a recapitulation of pedagogical theories and attempts at their practical solutions, presented on the occasion of the 210th anniversary of the birth of Robert Owen.

122. MACCHIETTI, S.S.: *L´oggi del metodo Agazzi.* /The Agazzi method today./

Scuola materna, *68*, 1981, No.11, pp.707-709.
1 ref.

The paper was delivered to commemorate the 30th anniversary of the death of Rosa Agazzi /Jan. 1, 1951/ at a conference in Brescia. It accentuates Agazzi´s approach to a child based on learning the child´s potential: she proceeded from the question "what is the child like" to the organization of her school "what should the school be like". The other aspect of Agazzi´s legacy which is still valid today is her approach to getting her school involved in the environment in which her children lived, i.e. she kept the school open for the parents, the community, etc. The objective of education and tuition as conceived by Agazzi was "l´enfant competent" - a child who, on the basis of its specific inner developmental rhythm, will be able to respond to and make use of educational stimuli.

123. MIŠURCOVÁ, V.: Kolokvium o odkazu Eduarda Séguina. /A colloquium on the legacy of Edouard Séguin./

Hračka, 16, 1981, No.1, p.12.
1 ref.

The author reports on an international colloquium held on the occasion of the centennary of the death of a prominent physician, educator and public figure, E. Séguin. The colloquium was organized in cooperation with the French committee of I.C.C.P.; eminent French scholars delivered papers summarizing the contemporary studies of the life and work of E. Séguin, viewed from the historical, socio-political, philosophical and educational angles. In the light of the latest findings of the French scholars, E. Séguin was portrayed as an outstanding physician and educator - author of the physiological theory of education, as well as a great, progressive personality in the history of the 19th century.

124. MRKEN, A.H.: Zur Geschichte der Anstalten für kranke Kinder. /On the history of institutions for child patients./

Der Schweizerische Kindergarten, 71, 1981, No.1, pp. 33-35.
2 figs.

It was as late as the turn of the 18th century that some physicians began to explore more intensively infantile diseases. The first hospital for children was opened in Paris in 1802. Other hospitals were built on its model in Germany, Austria and Switzerland. A grandiousely planned hospital complex for children was erected in Berlin in 1989-1890. In spite of the fact that infantile medicine has developed intensively from the beginning of the 19th century, many issues still remain to be tackled, such as the mental state of the child patient in hospital.

125. NEDEV, G.: *Nachalnoto obrazovanie ot Saedinenieto /1885 god./ do pobedata na Sotsialisticheskata revolyutsiya /1944 god./.* /Elementary education from Unification /1885/ to the victory of the socialist revolution /1944/./

Nachalno obrazovanie, 21, 1981, No.9, pp.21-27.
4 refs.

The author analyzes the content of education at four-year elementary schools decreed in 1985, as well as the subsequent ammendments in 1894, 1907, 1922, 1936.He deals with some characteristic features of the content of education in individual historical periods /for example, how Bulgarian national chauvinism reflected in the curricula in 1936/.

126. Pamyati M. Yu. Kistyakovskoy. /Commemorating M. Yu. Kostyakovskaya./

Doshkolnoye vospitaniye, 1981, No.9, p.95.

This is an obituary commemorating the head of the physical education laboratory of the scientific research institute for preschool education of the Academy of Pedagogical Sciences of the U.S.S.R . She was born in Kiev in 1906. She had specialized on early childhood education, collaborated with N. M. Shchelovanov and N. M. Axarinova, who had founded the Soviet system of early childhood education. She prepared over 100 scientific and methodological publications, a number of dissertation papers were successfully defended under her tutorship.

127. SKARLANTOVÁ, J.: Od krajzlíčku a slamáčku. /Fom frills and the straw hat./

Rodina a škola, 28, 1981, No.2, p.9.
1 photograph.

This is a reflection upon the practical, well-thought-out and versatile wardrobe of contemporary children which has undergone a long and complicated historical development. An analysis of the history of fashion will reveal not only what style of clothes used to be worn by children and what was their social status, but will also give some clues as to the opinions prevailing in specific historical periods about the beauty of the human body, care of its development and hygiene. Attitudes pertaining to specific historical periods, especially the gothic, baroque and rococo styles, had transformed children into fashionably dressed puppets;it was only the size of the clothes that suggested it was supposed to be a "children's" garment. As to its style, material and ornaments, it was a miniature garment for adults.

128. Una pagina di storia e di didattica dell'educazione infantile nell'800. /A page from the history of infant education and didactics in the 19th century./

Edited by: Salucci, S.
Scuola materna, 68, 1981, No.17, pp.1084-1123.
55 figs., 10 refs.

This is a collection of documents depicting the activities of a nursery school teacher in Brescia, Marianna Galottini Francesconi/1822-1896/, collaborator of Giuseppe Saleri. She was the first headmistress of this school- a place of shelter-founded in 1837. The editor prepared a historical foreword to the documents /pp. 1084-1087/ and extensive illustrations. The actual publication consists of two Francesconi's works that have been preserved /manuscripts/:
1. L'indirizzo Educativo per le giovanni docenti /Educational guidelines for young teachers/,

2. Nomenclatura della stampe /Terminology of printed pictures/. The former was conceived as a systematic guide to education and tuition in nursery school, comprising all activities /play, physical exercise, moral and religious education, prayer, development of language skills, arithmetic, reading, writing, singing, working activities, etc./. The editor points out that the school in Brescia was not conceived along the lines of a "contemporary" nursery school as we know it today, rather as a "place of shelter for children" designed for children of what is termed today preschool age up to early school-going ages; the curriculum was conceived accordingly. The other manuscript constitutes a loosely linked collection of 25 stories, questions and answers concerning mural pictures with didactic themes used in the school as the core material for tuition, development of language skills, etc.

129. VÁŇOVÁ, H.: Dětská hudební tgořivost v dílech našich autorů. /Children's musical creativity in the works of our authors./

Estetická výchova, 21, 1980/1981, No.8, pp.204-205; No.9, pp.233-236.
11 + 20 refs.

This is a study dealing with the development and the state-of-the art of the theory and practice of music education in Czechoslovakia. Attention is primarily focused on the question of children's musical creativity as it has been approached in the works of Czech educators, musicologists, psychologists, aestheticians, teachers and pedagogues.

130. VÁŇOVÁ, H.: Kapitoly z historie dětské hudební tvořivosti. /Chapters from the history of children's musical creativity./

Estetická výchova, 21, 1980/1981, No.5, pp.122-123; No.6, pp.149-152;No.7, pp.176-180.

The study comprises the long-standing efforts of musical educators, psychologists, musicologists, and teachers aimed at integration into the process of music education of the category of children's musical creativity. The author of the article does not discriminate between educational musical works and those which are of a predominantly psychological nature. She analyzes in detail practical educational experience as it has accumulated over the years, continuously re-shaped and enriched by new generations of teachers. The article includes numerous literature references.

131. VETLUGIN, A.: Vidnyy teoretik semeynogo vospitaniya. /An eminent theoretician of family education./

Doshkolnoye vospitaniye, 1981, No.3, pp.36-38.

Piotr Fedorovich Kapterev was an outstanding representative of the progressive school of thought in Russian education in the second half of the 19th century. He edited the Encyclopaedia of Family Education and Tuition;the first All-Russian congress on family education /1912/ was convened on his initiative. He formulated unambigously the thesis at the congress that it was not desirable to replace family education by public education, rather, he called for a close cooperation between the family and educational and teaching institutions. He based his considerations on Comenius's didactics and recommended to observe in education the principle of versatility, successiveness, application of visual aids, activity. He laid a special stress on the development of language and thought. He was opposed to the premature learning of foreign languages and he categorically refused corporal punishment and coercion. He asserted that good relations between parents constituted the basis of successful family education. He stressed the important roles played by the mother and father in education, pointing out that the parents' educational training was irreplaceable in that respect.

132. A.V. Zaporozhets.

Doshkolnoye vospitaniye, 1981, No.12, p.81.

This is an obituary to commemorate A.V. Zaporozhets, director of the scientific research institute for preschool education of the Academy of Pedagogical Sciences of the U.S.S.R., who died, aged 76, in October 1981. The principal psychological and pedagogical problems related to preschool education have been developed under his leadership. His own scientific work as well as that of the team he was in charge of was always linked to practice and orientated towards the development of the Soviet system of preschool education. About 170 of his scientific works have been published, many of the abroad. He used to be Professor at M.V.Lomonosov State University in Moscow for many years, member of the Presidium of the Academy of the Pedagogical Sciences of the U.S.S.R., the first academician - secretary of the department of psychology and developmental physiology of the Academy of the Pedagogical Sciences of the U.S.S.R.

2.4 Comparative studies

133. BREDART, S. - RONDAL, J.A.: L'adaptation verbale à l'interlocuteur chez l'enfant: une revue de quelques études récentes. /The verbal adaptation of a child towards the speaker: a review of some recent studies./

Enfance, 1981, No.3, pp.195-206.
28 refs.

The authors present a review of studies devoted to the problem of adaptation of children in the course of a conversation. The contemporary authors, drawing on Baldwin and Piaget/Beaudichon, Weeks, Shats and Gelman, Masur, Sachs and Devin and Bremi-Mouling/, have carried out studies whose results are convergent to a significant extent: they indicate that participants in conversation attempt at verbal adaptation from the fourth year. The authors present the hypothesis that the linguistic level of the speakers depends on this adaptation rather than on chronological age.

134. HABIŇÁKOVÁ, E.: Rozbor podmienok vývinu a výchovy jasľových detí. /An analysis of the conditions of nursery children´s development and education./ ... et al.

Predškolská výchova, 16, 1961/1962, No.3, pp.4-7. Contd.

3 tables, 3 photographs, 2 refs.

Information on long-term comparative research conducted simultaneously in Slovakia, the German Democratic Republic and the Soviet Union. The research was aimed at: 1. an analysis of nursery environment from the viewpoint of those material and social indices that influence the development and education of children;2. elaboration of indices, or rather criteria of conditions optimalising the development and education of nursery children;3. drawing a picture of the level of development of nursery children and its comparison. At the same time, methodological procedures were elaborated for the analysis of conditions of nursery children´s development and education and evaluation criteria were prepared for the assessment of the children´s development with a view to their use in practice. The twelve indices chosen were suitable for international comparison. These were: capacity of the facility and the number of enrolled children;number of children present daily; space per child; accessible leisure time space per child;length of child´s daily stay in the nursery; number of preventive medical checks; length of time that the nursery worker may devote to the child;

child's daily programme; number of children in educational occupation;childrens' mood during play; social contacts provided by an adult at the time of unorganised play; implementation of educational aims within the obligatory educational programme. Some indices were followed in the facility as a whole while others were limited to the age group of eighteen- to twenty-four-month-olds. This age group was chosen with a view to the fact that it is considered a problem one and that most children come to the nursery at this age. Ten nurseries were surveyed in each country. The author further presents results of a survey of the capacity of nursery places and its use.

135. MORSBACH, G. - KERNAHAN, P. - EMERSON, P.: Attitudes to nursery school.

Educational Research, 23, 1981, No.3, pp.222-223.

Shortened version of a study by authors from the department of psychology of Glasgow University. Results of a survey of attitudes of parents, staff and teachers - in all, 238 persons were given questionnaires; each of the three groups has its own interests and opinions on the activities of nursery school but the survey has shown that these do not differ much /there are, e.g., differences in the parents' wish for an increased number of day care hours - opposite to the wish of the staff, the parents would welcome more personal contacts with nursery school teachers, they show unrealistic hopes of a substantial improvement of the intellectual performance of children owing to the nursery school etc./.

2.5 Scientific conferences and symposia

136. BERTIN, A.: 54° congrès de l'A.G.I.E.M. /The 54th congress of the AGIEM./

L'éducation enfantine, 1981, No.8, pp.5-6.

Brief information on the prepared congress of the Association Générale des Institutrices des Écoles Maternelles/General Association of Nursery School Teachers/ on the subject From the control of groups and classes to child autonomy. The congress is held in Lille on June 24th to 28th, 1981. - Further information is concerned with exhibitions that will be held on the occasion of the 100th anniversary of the integration of nursery schools into the French school system and 30 years of the activities of the OMEP in France.

137. CESTARO, O.: La situazione esistenziale del bambino di oggi. /The existencial situation of today´s child./

Scuola materna, 68, 1981, No.8, pp.503-505.

Paper delivered at an international conference on the same subject that was held in Recoaro Terme in 1979;taken over from collected conference papers. /Fanciullo e società /The child and the society/, Vicenza, Edizioni del Rezzara, 1980/. A general reflection concerned with the specific features of education and the philosophy and sociology of education in the study of present-day world.

138. FIXL, V.: Třináctý kongres ICCP. /The 13th Congress of the ICCP./

Hračka, 16, 1981, No.4, p.9.

Information on the proceedings of a regular congress of the International Council for Children´s Play. The session of this organization that has made it its aim to fight against bad and unsuitable toys took place in Turin in North Italy at the end of August and beginning of September, 1981. Sixty-three delegates from eleven countries participated in the discussion. The congress was sponsored by the Italian Committee for Child and Play. The main papers delivered were concerned with the following subjects: Play and motion, Activities of the Italian committee, Provocation of activity through play, Group plays, Piaget´s theory of play, Play and environment of children in hospital, Experience with the work of ludotheques - toy lending offices, Activities of leisure time organizations ELRA and IPA. Each subject was discussed in detail in several working groups. The next session of the executive committee will be held in Halle in the GDR.

139. IX. mezinárodní seminář o předškolní výchově. /The 9th international seminar on preschool education./

Rodina a škola, 28, 1981, No. 1, p.8.
1 table.

Report on the seminar of socialist countries on preschool education that took place in Prague in October 1980. It was attended by specialists in education and psychology from ten socialist countries. The proceedings of the seminar concentrated on three main spheres: 1. social function of the institutional education of preschoolers and its impact on education in the family, 2. content of work in preschool facilities with special regard to the prospects of social development and 3. psychic development of the child in the concept of socialist preschool education. The article is supplemented by excerpts from the introductory paper delivered by L. Bělinová of the Educational Research Institute in Prague. Her contribution is concerned with the first topic covered by the seminar. Further, the article is complemented by the foreign participants' answers to the question: "What is, in your opinion, the great success of your country in the field of preschool education achieved recently ?"

140. POTTOVÁ, M.: O předškolní výchově mezinárodně. /On preschool education on an international level./

Děti a my, 11, 1981, No.1, pp.3-4.
1 photograph.

Information on the state and development of preschool education on an international scale. The ninth meeting with international participation that was held in Prague in October 1980 concentrated upon the basic problems of institutional education in preschool age and of its impact on family education, on the content of educational work in preschool facilities and on the sphere of the child's psychic development. The introduction of the new conception of educational work in nurseries and nursery schools contributes to a much more effective development of the intellectual ability, the children are better prepared for school instruction. It will be, however, necessary to improve the methods of the children's overall development and the quality of preparation for school. This necessitates a comprehensive approach to preschool education. Characterisation of the main tasks of preschool education in the future. Tasks of educational and psychological research at present.

Twenty years of international cooperation in the sphere of preschool education have contributed towards the solution of many significant problems and will enable their more detailed elaboration in the future. A survey of forms of cooperation between child-care facilities and the family and new untraditional forms. Characterization of the pre-requisites for the introduction of the latest research findings into practice.

141. Ještě na okraj. /A few marginal notes./
Zlatý máj, 25, 1981, No.1, pp.59-60.

A détailed account of activities accompanying the 17th congress of IBBY in Prague. Three exhibitions were opened at the time of the congress besides shows of TV bed-time stories, short films and performances by professional puppet theatres directly as part of the sessions;each of the exhibitions showed the results of work in a different sphere. The first one was called Children's books for a better world and it was installed in the Albatros Gallery.It represented an exemplary children's bookcase that attracted its visitors by the variety of genres, views and the richness of approaches to illustration. The second one was opened as the Exhibition of Czech and Slovak illustrations for young children in the Gallery Československý spisovatel /Czechoslovak writer/ and it had a purely artistic character. Each of the thirty-nine best Czech and Slovak artists was represented by pictures from a single book designed for young children. The third exhibition took place in the exhibition hall Umění - knihy /Arts - books/. "Smallish pictures for books and for home" by Josef Paleček were displayed here.

142. KIELAR M.: Wplyw środowiska wychowawczego i technicznego na rozwój i myślenie dziecka. /The effect of educational and technical environment on the child's development and thinking./

Wychowanie w przedszkolu, 34, 1981, No.5, pp.259-266. 10 refs.

Paper delivered at the conference of nursery school inspectors in the macroregion of south-western Poland, which was held in Krakow on February 2nd, 1981. It summarizes the results of many so far unpublished surveys conducted by Polist sociologists and concerned with the effect of family background /e.g., the effect of the mother's education on the children's speech development and thus also on differences in the quality and way of observation and thinking/.

143. KUDRNA, M.: Bienále ilustrací Bratislava ´81.
/The Biennial of Illustrations Bratislava ´81./

Zlatý máj, 25, 1981, No.10, pp.586-593.
4 photographs.

An appraisal of the eighth international show of contemporary illustrations. The biennial of illustrations comprised 269 authors from thirty-eight countries. Visitors could see approximately 2500 exhibits /sheets/ concentrated in Dom umenia /House of Arts/ and in a number of other Bratislava galleries. The biennial enables a confrontation of the best creative results achieved by artists from various contries. Besides, it draws attention to the latest trends in book culture. The appraisal of creative results of well-known artists shows simultaneously the signs of new finding, stagnation, the use of habitual tendencies and manners or - on the contrary - predominating pioneer trends in the visual representation of the child´s world, always on the background of collaboration of the creative artist with the poet or writer writing for child readers.

144. LUBOMIRSKA, K.: IX miedzynarodowe seminarium wychowania przedszkolnego w Pradze. /The 9th international seminar on preschool education in Prague./

Wychowanie w przedszkolu, 34, 1981, No.2, pp.95-98. 3 refs.

Report on the international seminar held in Prague on October 6th - 9th, 1980. The author informs of the proceedings and describes briefly the traditions of preschool education in Czechoslovakia.

145. RINGEL, J.: K současné problematice týraného dítěte. /On the present-day problems of abused child./

Československá pediatrie, 36, 1981, No.10, pp.595-596.

The article contains the introductory paper delivered at the working meeting of the Czech paediatric society that took place in Prague on January 15th, 1981 and was devoted to the problem of abused children. The article draws attention to the complexity and gravity of this phenomenon in various countries and in Czechoslovakia. The paper prepared by J. Ringel is followed in No. 10 by a number of articles dealing with the same problem: A. Chyská - Zkušenosti se syndromem týraného dítěte /Experience with the abused child syndrome/; S. Drvota, L. Hoskovcová - K osobnostním charakteristikám rodičů týraných dětí /On personality characteristics of the parents of abused children/;J. Langmeier - Psychologické charakteristiky týraných dětí /Psychological characterization of abused children/;J. Stolínová - Týrané děti a zdravotně právní problematika /Abused children and health and legal problems/) F. Brabenec - Sociálně právní problematika týraných dětí a péče o ně /Social and legal problems of abused children and care for these children/. A discussion that follows is concerned with settling these problems in various regions of the Czech socialist republic.

146. S kolegii. /A meeting of the advisory board./
Doshkolnoye vospitaniye, 1981, No.5, pp.90-91.

A joint session of the advisory board of the ministry of culture of the Russian Soviet Federative Socialist Republic /RSFSR/, the ministry of health of the RSFSR, the presidium of the central committee of the trade union of health workers and the presidium of the central committee of the trade union of school workers took place in March 1981. The meeting discussed the results of a check of child-care facilities aimed at improved care for the health of the children and their decreased sickness rate.The all-Russian organization committee that was set up for check control elaborated the principles of the check. Similarly, regional, provincial, republican, city and district committees were set up to control and carry out the check. The results of the check were discussed at different levels in the presence of representatives of the school system and health care. It was stated at the meeting of the advisory board that care for and education of children in preschool facilities improved as a result of the check carried out in 1978 - 1980. The plan of construction and major overhauls of preschool facilities was fulfilled to more than 90 p.c. Many facilities were moved from unsuitable rooms to new buildings. The equipment improved, prerequisites were created for physical training of the children. In-door swimming-pools were built as part of pre-school facilities in many places. In some districts it is possible to accept to preschool facilities all children whose parents wish so. Special classes or facilities were set up for handicapped children. The target numbers for admission of students to teacher training colleges increased and special teacher training classes are set up at secondary schools. Increased attention is paid to the seeking, generalizing and extending good experience gained in the sphere of physical training and health care. Scientific and practical conferences, educational readings and discussions were organized. Medical care of the children improved as well. The number of infections of the upper respiratory tract dropped owing to systematic hardening. Preschool facilities with the best results were awarded diplomas and money bonuses. The advisory board recommended continued care for the health and physical development of children in preschool facilities.

147. WILGOCKA-OKOŃ, B.: O wychowaniu przedszkolnym i możliwościach dziecka. /On preschool education and children's possibilities./

Wychowanie w przedszkolu, 34, 1981, No.1, pp.5-10.
2 photographs.

This is a shortened text of the paper delivered at the 9th international seminar on preschool education held in Prague. It recapitulates briefly the history of the conception and practice of preschool education, its aims, function and tasks in contemporary Poland and it pays special attention to questions of the possibilities of preschoolers at the present time /such as the effect of family background, school maturity etc./.

148. WOŁOSZYNOWA, L.: Psychologiczne i pedagogiczne uwarunkowania przystosowanie sie dzieci do warunków instytucji wychowania zbiorowego. /Psychological and educational prerequisites for children's adaptation in collective educational facilities./

Wychowanie w przedszkolu, 34, 1981, No.1, pp.11-16; No. 2, pp.67-73.
2 photographs, 25 refs.

This paper was delivered at the 9th international seminar on preschool education held in Prague. The author stresses the significance of the child's overall living conditions /especially whether the child lives in a normal family, a surrogate family or an infant home/ and shows considerable differences in child development - acceleration or retardation - in connection with them. She summarises the results of sociological, psychological and educational surveys conducted in Poland and compares them with research carried out elsewhere, especially in Czechoslovakia /study conducted by E. Vančurová/.

3. ORGANIZATION OF PRESCHOOL EDUCATION

3.1 Legislative standards and regulations

149. Faut-il preparer sa classe ? /Is it necessary to make preparations ?/

L'éducation enfantine, 1981, No.2, pp.7-20.
4 photographs.

This essay contains several articles that are concerned with the problems arising in connection with the administration and documentation in a nursery school. The first article deals with various forms of preparation and kinds of school documents /diaries, plans, reviews etc./. The second article is concerned with the assessment of children in nursery schools, which presents a serious problem for the teacher, especially in connection with the ever increasing demand for effectiveness of the teaching process. Besides systematic observation of each child, attention is paid to the assessment of the child's use of the mother tongue and its performance in mathematics. The following two articles discuss the teacher's written preparation and the psychological problems connected with it.

150. Lille: 54° congrès de l'AGIEM. /Lille: The 54th congress of the AGIEM - General Association of Nursery School Teachers./

L'éducation enfantine, 1981, No.2, pp.3-5.

The article informs of the congress that was organised by the General Association of Nursery School Teachers /Association Générale des Institutrices des Écoles Maternelles/ in the French town of Lille on June 25th and 26th, 1981. Three thousand participants dealt with the problem of securing the child's autonomy in nursery school. The discussion concentrated on the analysis and evaluation of new ministry directives aimed at further democratization of the school system.

151. MACCHIETTI, S.S.: Il bambino nella società europea degli anni '80. Il C.C.C. del Consiglio d'Europa e l'educatione prescolastica /1971-1979/. /The child in the European society of the eighties. Cultural committee of the European Council and preschool education /1971-1979/./

Scuola materna, 68, 1981, No.7, pp.433-435.
14 refs.

Final part of the study published in No.6, 1980/81. It reproduces basic documents and declarations issued by the official European Council authorities for culture and education of the EEC.

152. La proposta educative delle Scuole Materne Autonome. /Educational design of autonomous nursery schools./
Scuola materna, 68, 1981, No.11, pp.710-713.

The most important part of the project submitted to the government by the congress of the Italian Nursery School Federation /FISM/ held in Rome on January 15th - 17th, 1981.

153. MUSNÁČKOVÁ, M.: Hlavné úlohy predškolskej výchovy po XVI. zjazde KSČ. /The main tasks of preschool education after the 16th congress of the Communist Party of Czechoslovakia./

Predškolská výchova, 36, 1981/1982, No.1, pp.1-2.

The pedagogical and organizational directions of the Ministry of Education of the SSR set the main tasks for all types of schools and school facilities for the year 1981/1982. In the sphere of preschool education, stress is laid on the requirement of paying special attention to the problems of moral education and education for work as well as of the preparation of children for work in primary school. Institutional preschool education comprises also the upbringing and education of handicapped children. Stress is laid on the need to establish nursery schools or classes for handicapped children in existing nursery schools in places where they live. It is necessary to improve the unified system of preschool education in collaboration with the department of health care, to seek and generalize good experience of nurses and teachers in work according to the new programme of educational work. Further, it is necessary to elaborate theoretically both general and concrete problems of the implementation of the educational process, to control persistently the upbringing and education in all types of preschool facilities, to make better use of scientific knowledge for the improvement of their work. Strong population classes come to preschool facilities now. National committees, together with enterprises, must create pre-requisites for the establishment of new nurseries and nursery schools and pay regard to reasonable layout of their network.

3.2 Types of facilities

154. BANACH, C.: Przedszkole - waznym ogniwem systemu edukacji narodowej. /Nursery schools - an important link in the national system of education./

Wychowanie w przedszkolu, 34, 1981, No.3, pp.131-133.

The article is a reaction of the Polish educators in the field of preschool education to the indiscriminate and insensitive criticism of nursery school work that appeared in a Polish TV programme /on January 23rd, 1981/. Associate Professor Banach gives especially statistical data on the growth of tasks of the educators /especially in connection with demographic problems/ and states reasons for some difficulties;however, he defends work done so far.

155. CAMR, J.: Příspěvek k Mezinárodnímu roku invalidů a k 100. výročí trvání školy pro neslyšící v Hořičkách - Hradci Králové. /A contribution to the International Year of Disabled Persons and to the centennary of the school for deaf children in Hořičky - Hradec Králové./

Otásky defektologie, 24, 1981/1982, No.5, pp.196-200.

The interview with I. Pršíková, M.D., who has been in charge of the phoniatric ambulance of the ear, nose and throat clinic at the Faculty hospital in Hradec Králové for several years, brings a number of ideas concerning the care for children with hearing defects. Prevention, early diagnosing, correct speech rehabilitation, good instruction and a correct integration of people with hearing defects in society are considered to be the most important features of the education and instruction of children with grave hearing defects.

156. FLURI, H.: Kindergarten und Finanzen. /Nursery schools and money./

Der Schweizerische Kindergarten, 71, 1981, No.4, pp. 209-215.
3 photographs.

In Switzerland there are many private nursery schools or cooperative nursery schools set up by groups of parents and maintained from private funds. There are big differences in nursery school financing. In some cantons, only staff salaries are paid from public funds, in other places contributions are made by the communities. Every third nursery school gets 4,000 Swiss francs yearly and the rest must be provided by the owner or the teacher. This information is followed by advice on how to save money in nursery school operation and some ideas of obtaining money. These include various celebrations, displays, sale of small souvenirs made by the children, teachers and parents. The author goes on to state which corporations and organisations can be asked for financial support by nursery schools.

157. GAJDOŠOVÁ, M.: Formovanie zdravého sebavedomia detí.
/Creating healthy self-confidence in children./
Predškolská výchova, 35, 1980/1981, No.11, pp.7, 10.

Experience from work with Gipsy children. Gipsy citizens are very sensitive and they cannot bear the idea of being overlooked or considered inferior. Gipsy children are very shy at first. The teacher must treat them kindly or else they would refuse to communicate with her and sulk. Great attention should be paid to language education as the families do not speak Slovak at home and the children do not know basic concepts. Logical thinking may be developed with the use of the respective aids, especially jigsaw puzzles, riddles, dominoes etc. Matinée performances are organized where Gipsy children may make use of their music and dance abilities. Gipsy children attending nursery school regularly from the age of three bear in many cases comparison with other children before entry to primary school.

158. GRADOWSKI, J. - NILSSON, G.: Försök i Malmö: Alla positiva. /An experiment in Malmö: Positive results./ Förskolan, 64, 1981, No.1, pp.10-11.

Mixed-age groups were formed in a preschool facility in Malmö. The number of children is small, children are calmer, they help one another, younger children learn from the older ones and they conform to one another during play, thus giving rise to less conflicts. There are 3 adults per 13 children. At least five children in the group are under the age of 3.

159. HAIMERL, K.: Das Salzburger Modell "Vorschulgruppen". /The Salzburg model of "preschool groups"./ Erziehung und Unterricht, 131, 1981, No.6, pp.438-441.

These "preschool groups" are made of children that could not be admitted to school in spite of their age due to mental immaturity; they may be set up for at least 15 children /per class-group/ in Austria. This causes problems in less densely populated districts; the Salzburg district authorities lowered this number to ten children and an experiment was made in the mountains to test the suitability of "preschool groups" with an even smaller number of children. The article reports on positive results of the experiment.

160. HORSKÝ, I.: Muži na pravom mieste. /Men in the right place./

Predškolská výchova, 35, 1980/1981, No.12, pp. 26-27.
2 photographs.

Experience from an infant home /Diagnostic infant home in Čakany/, which comprises four groups of children of preschool age and a group of children of younger school age. Some of the staff members are men, university graduates in curative education. Their work with pre-school children brings good results. Many boys growing up in infant homes had used the feminine gender when speaking of themselves. This phenomenon disappeared. Male educators are much favoured by children. No matter whether they work with the children directly or indirectly, they replace the children's father, they variegate and enrich the educational process by male elements and help to create an optimum working environment.

161. KAZIS, C.: Der andere Kindergarten. /Another nursery school./

Der Schweizerische Kindergarten, 71, 1981, No.2, pp. 91-94.

Information on a private nursery school where normal children and handicapped children are educated side by side. This is based on a principle of Montessori, who considered it abnormal to educate some groups of children separately. This nursery school was established on the initiative of the parents of a handicapped child. Although it is private, it accepts also children whose parents cannot pay the school fees. The nursery school is attended by 16 children aged 3 to 7, six of these being handicapped. The teacher comes three times a week to instruct school-age children; a speech therapist cares for the children's speech. Limited means do not enable further enlargement of this nursery school.

162. LAKATOS, A.: Wirtschaften mit kleinem Budget. /Running on a tight budget./

Der Schweizerische Kindergarten, 71, 1981, No.4, pp. 215-217.
8 figs.

Information on a playgroup /Elternverein Spiel gruppe Fährweid/ set up by the parents themselves. A group of parents leased an unused room that had previously been used by a nursery school. They got toys by sending requests to toy manufacturers and the local inhabitants, who gave them for the playgroup toys they did not need any more. Children attend the playgroup alternately. They come twice a week for two hours in the mornings. The parents pay 50 Swiss francs a month. This sum is used for the rent, the insurance and the teacher's salary. The rest is used for purchases of toys, books and materials for the children's occupation.

163. MAJERNÍKOVÁ, M.: Práca s cigánskymi deťmi. /Work with Gipsy children./

Predškolská výchova, 35, 1980/1981, No.9, pp.22-23.

The experience of the headmistress of a nursery school where one third of its 25 children are of Gipsy origin. The children attend the nursery school regularly, they behave properly, cooperation with their parents is good. These achievements are the result of good cooperation with the local authorities and with the parents. At the beginning of the school year, the headmistress and a Gipsy local councillor visited the families of Gipsy children that were to attend the nursery school and convinced the parents of the importance of the nursery school for the preparation of their children for school. Most of the children took a liking to the nursery school very quickly, some required individual approach. Trying to suppress the prejudice of the other parents against the Gipsies, the headmistress explained to them the importance of integration of Gipsy children, she made them acquainted with the life, customs and culture of the Gipsies and she asked them not to evoke aversion and hatred to Gipsies in their children.

164. SENCHENOK, N.: Rabota vospitatelya v malokomplektnom detskom sadu. /The educator's work in a limited-class nursery school./

Doshkolnoye vospitaniye, 1981, No.11, pp.25-26.

Experience from a single-class nursery school attended by 28 children aged 2 to 7. The contact of children of different ages has a positive impact on forming friendly relations and on speech development in younger children. The teacher sees to it that the older children do not restrain the independence of the younger ones too much. The children are divided into two groups for occupation: three- to five-year-olds and those aged 6 to 7. The teacher uses individual approach to the youngest children, she devotes herself to them in the morning when they come or in the afternoon. Occupation is organized in various ways, depending on its contents. The two groups may start simultaneously or consecutively. The younger children are made to play quietly when the older ones are occupied.

165. STARÁ, M.: 20 roků zvláštní mateřské školy v Praze 8.
/Twenty years of the special nursery school in Prague 8./

Otázky defektologie, 23, 1980/1981, No.7, pp.330-334.
1 table.

Detailed information on the activities of the special nursery school /ZvMŠ/ that was opened on September 13th, 1960 as the first special class in Czechoslovakia as well as in Europe, as stated in the press. There is no difference in the basic features of educational work with children in special classes and work with healthy children. The special nursery school fulfils the same tasks as any other nursery school but it uses special means, i.e. special methods and forms of work. The basic one is comprehensive personalized care for each individual child. The special task of the special nursery school is diagnosing - i.e. discerning the kind and stage of affliction on the basis of long-term observation, in cooperation with physicians, psychologists and other specialists, and proposing suitable education for the child in accordance with its possibilities and ability.

166. VATUTINA, T.. Vash rebenok postupayet v detskiy sad. /Your child starts going to nursery school./

Doshkolnoye vospitaniye, 1981, No.7, pp.62-65.

Two- and three-year olds very frequently get used to nursery school only with difficulty. The child should be prepared in time so as to make its start in the nursery school smooth and painless; the range of its contacts with adults and other children should be enlarged, its need for these contacts should be cultivated; the system of family education should be adjusted so as to help the child acquire the habits of self-attendance that are required from children in nursery schools. It is recommended to leave the child in the nursery school for shorter periods in the first few days, possibly in the presence of the mother and at a time when the teacher can devote herself to the mother and the child. A short-time stay of the mother in the nursery school evokes in the child interest in the nursery school, confidence in the teacher and other staff members.

167. ZARY, L.: Twenty questions about learning centres. Early childhood education, __14__, 1981, No.2, pp.13-15.

The importance, function and problems of learning centres. Learning centres are actually mini-groups organized in class where children are occupied on their own by controlled activities. There are two kinds of these centres: convergent ones/they stress activities requiring from the children specific results in behaviour, solving puzzles, block building and measuring various objects/ and divergent ones - these do not require any specific behaviour models /suggestions for a puppet play, painting with fingers, writing a poem/. The author gives a survey of the ways of motivation in learning centres. These centres enable the teacher individual approach to children that need it. The theoretical basis of these centres is formed by Piaget´s idea of stimulating the intellectual development by using most varied activities. Such centres are used in nurseries, nursery schools, day care centres, infant homes and in primary schools. They are aimed at stimulating children to acquiring knowledge and skills in a prepared way. This is not usual at the first stage of primary school where the instruction is more formal. The author enumerates integrated activities used by the centres /block building, creative drama, aesthetic education, social and language education, nature study/. Children belonging to such centres must be able to respect written and oral orders. Materials used in these centres secure the activity of the pupils. Assessment of progress in acquiring skills is made by the teacher on the basis of individual meetings and observation of the children. The centres can be furnished modestly with furniture and aids. The movement of children is secured in an informal way on the basis of selected activities. Parents may help the teachers in these centres after previous briefing. Learning centres should be introduced slowly and gradually into the traditional classroom environment with the aid of inspectors as well as parents.They should not represent reward for the quickest and best pupils. They are aimed at enrichment of instruction and regular school work. They will not be used at all in group projects. The author goes on to state the importance of the teacher's role in such centres and to survey the demands made on their work. Many teachers are not satisfied with work in these centres as the children are much noisier than in normal classroom environment, bigger demands are made on the teacher's preparation, on the choice of material and aids and on the recording of results. It is, however, their opinion that children are happier in such environment.

3.3 Educational and teaching programmes

168. AGAZZI, A.: Verso i nuovi programmi per la scuola elementare fra scuola materna e scuola media di primo grado. /On new programmes of elementary schools between nursery schools and the first stage of secondary schools./

Scuola materna, 68, 1981, No.18, pp.1131-1134.

The article written by the chief editor of the magazine presents the plans of reforms of nursery school teaching programmes prepared by the special Commission for the elaboration of new elementary school programmes, which was set up by the ministry of public education in a decree of May 14th, 1981. The author formulates some principles for the relation between the individual types of schools such as, e.g., the principle that each school following a preceding stage must build on the educational work started at the preceding stage /on the contrary, it is not true that the preceding stage "prepares" for the higher one/. He deals with the problem of continuity in the contents of education and teaching in transition from nursery school to elementary school and in transition from elementary school to the first stage of the "secondary" school. Another controversy is presented by the problem of age suitable /or laid down by law/ for admission to elementary school /some proposals recommend lowering the age limit from 6 to 5 years/; the author points out that the age limit has not been lowered in any EEC country /most of them have the 6-year limit for entry age, some of them even 7 years/ and he considers this lowering as psychologically unsuitable. The problem of school maturity is also a didactic one /preparation in nursery school/.

169. BARBIEUX, : La pédagogie du projet ou l'exploitation "éducative" des suggestions des enfants. /Educational aspects of projects using children's suggestions./ L'école maternelle belge, 1980/1981, No.3, pp.106-113.

The article shows the possibilities of creating projects of educational work inspired by spontaneous manifestations of the children. The project comprises three spheres: 1. activities that the implementation of the project requires from the children, 2. aims and tasks of the teacher, 3. plan of particular activities and the implementation of tasks.

170. BJELOVÁ, M.: Na pomoc plánovaniu. /Help in planning./ Predškolská výchova, 35, 1980/1981, No.11, pp.3-5.

Information on a statewide Slovak workshop devoted to the problems of planning educational work in nursery schools. The discussion showed that the contents of educational work should be mediated to the children in the scope defined by the programme and in the correct sequence and order so as not to affect its meaning and structure. Non-uniformity in planning is caused by insufficient theoretical preparation. It will be necessary to elaborate methodological materials, model plans of educational work for those components that cause the biggest problems. In the future, methodological guidance in planning should concentrate on explaining innovated approaches to planning and on a unification of the planning methods.

171. ČERNÁ, M.: Studenti dětem Prahy. /Students for Prague children./

Hračka, 16, 1981, No.3, pp.3-5.
6 photographs.

Information on an exhibition organised by the Secondary school of arts and crafts in Prague on the occasion of the 60th anniversary of its foundation. The whole exhibition was dominated by toys of various types made of various materials. There were several hundred of them, made of paper, wood and also textiles. The children could play with them, adults could make sketches for home attempts at something similar. What corresponded most to the needs of preschool facilities were group toys, especially big building sets and furniture for nursery schools.

172. ECKNER-FRAUENFELDER, V.: Versuchsarbeit in Kindergarten und Eingangsstufe in der Bundesrepublik Deutschland zwischen 1970 - 1980. /Research work in nursery schools and primary schools in West Germany in the period between 1970 - 1980./

Der Schweizerische Kindergarten, 71, 1981, No.3, pp. 141-175.
12 photographs, 26 refs.

A detailed review of research work conducted in the field of preschool education in West Germany in the last ten years. The "head-start" programme that originated in the U.S.A. in 1964 for preschoolers was aimed at developing the intelligence of children from less stimulative strata and at improving their chances of further education. Scientific discoveries on the effect of timely stimulation and the possibilities of learning at a young age brought about a reform in preschool education that was accepted by Europe as well. In the German speaking countries, scientists submitted teaching programmes especially in the field of reading, writing, elementary mathematics and science. Although some of the programmes were soon abandoned, it was acknowledged generally that the contemporary nursery school did not develop the children's intelligence sufficiently and purposefully. An experimental training of five-year-olds was conducted at seven schools in Hessen in West Germany in the years 1968 - 69. The experiment was conducted in cooperation with the German institute for international research. Intelligence tests given to the children at the end of the experiment showed an increase but there were no marked differences in writing, counting and reading between these trained children and children instructed in the traditional way. In 1969, a programme was elaborated for the first grade of the preparatory stage under the guidance of H. Belser. Its testing was conducted in three classes with 25 children at two schools. The teachers of these classes and the headmasters of the two schools cooperated in the programme. The plan of work is divided into three teaching sections: life in social contacts, speech development, plays, and five teaching spheres: nature and environment, mathematics, aesthetic education, music and sports. There are one-year preparatory stages or preparatory classes in nursery schools in West Berlin. A general programme using the project method was prepared for them in the year 1972. Some parts of the programme laid too much stress on disciplined behaviour and paid no regard to the fact that this limited the children's independence. The programme evoked sharp criticism by teachers and scientific workers. Another model of educational work in nursery schools for children aged 3 to 6 was elaborated at the instance of the minister of culture of Baden-Württemberg. This educational programme was to be supplemented by a draft reform of early childhood teacher training. The educational conception of the programme aimed neither at developing the children's intelligence, nor at passing information; all-round development of the children was accomplished on the basis of situational learning of life through play. The teachers were expected to create situations evoking the children's inquisitiveness and a longing for knowledge. The nursery school was equipped with ample didactic material but - in the teachers´ opinion - the material did not captivate the childrens´ attention, they used it rather in creative plays and its didactic value was not made full use of. On the other hand, the teachers were often surprised by the children's creativity and by the richness of their thoughts. The authors of the programme considered religious education as an essential component of educational work. The programme brings a number of projects /topics/ that are meant as suggestions. A working group for preschool education comprising educationalists, psychologists and sociologists was formed in München in the year 1967. Its task was to give professional guidance to eleven nursery schools /approximately 970 children/ and to cooperate with them in the elaboration of didactic units. This gave rise to a draft programme of social learning; in 1975 - 1978, the programme was tested at its final stage at 210 nursery schools in nine states under the professional guidance of 50 scientific workers. The programme elaborated on the basis of this experience comprised ten parts: 1. The child in the nursery school; 2. A walk through the town; 3. Cooking, a trip, children's celebrations;4. Big and small children; 5. New children in the group /the children of foreign workers/; 6. Children at hospital; 7. We are on holiday; 8. What children like; 9. Fairy tales; 10. My family and I. An extensive survey was conducted in Baden-Württemberg in the years 1972 to 1976 with the aim of seeking a way of preparing five- to six-year-olds for school and securing a smooth transition from the preschool facility to school. The survey was conducted in nursery schools and in preparatory classes at schools. In nursery schools, groups of five-year-old children were formed and given instruction by teachers for six hours a week. The survey was conducted in nursery schools and in preparatory classes at schools. In nursery schools, groups of five-year-old children were formed and given instruction by teachers for six hours a week. The survey was based on the prerequisite that children's abilities could be extended by purposeful education. The results showed that the best preparation for school was the promotion of the overall development of the child's personality. They showed the high value of play as the basis both for the teaching process and for therapy. On the other hand, didactic material and exercises directed strictly towards the preparation for school got to the background. It turned out that the nursery school was able to promote effectively the child's development and this is why the state government decided in 1976 that five-year-olds should be prepared for school in nursery schools. As a result of surveys conducted in all states, guidelines and recommendations were published for the cooperation between nursery schools and schools. They stressed the necessity of making the child acquainted with the new institution and the future teacher in advance. They also pointed out the desirability of concerted educational action of the school teacher and the nursery school teacher. Recommendations were elaborated for various forms of work, such as mutual teachers' visits in class, children's visits, mutual celebrations, the preparation of parents for the care for the future school child. The surveys confirmed also the importance of family upbringing. The teachers are to carry out educational enlightenment, forms of cooperation with the parents are being worked out. All surveys showed that the number of so-called problem children is growing. Therefore, nursery schools will have to be visited by specialists, therapeutic educators, who will help the teachers reveal the causes of behaviour deviations in children. The author concludes finally that programmes described here lay more stress on acquiring knowledge and that they do not leave enough space for phantasy.

173. HATCHER, B. - SCHMIDT, B.V.: Half-day vs. full-day kindergarten programs.

Childhood Education, 57, 1980, No.1, pp.14-17.
15 refs.

Reductions in expenditures alotted to the upbringing and education of preschoolers in California brought about the need for a quality research of the existing preschool education programs, especially full-day ones. Research studies of full-day programs with alternate attendance in Minnesota and Wisconsin showed considerable differences. A survey conducted by the Department of Education in Minnesota showed that children attending full-day programs alternately had lower performance in comparison with children attending half-day programs every day. A long-run survey of half-day programs with everyday attendance and full-day programs with alternate attendance carried out in Minnesota compared data on 787 children in the period of four years. The comparison of data from the period 1971 to 1974 showed marked differences between children with alternate attendance at full-day programs and those with daily attendance at full-day programs. A study conducted by Cleminshaw indicated that children with alternate attendance at full-day programs had, on the other hand, much better results than those attending the kindergarten daily for half a day. No differences were found when the motivation was measured in the two groups but there appeared a very conspicuous difference between the two groups when differences in interests and active participation in class were assessed. It will be nedessary to ascertain the effects of full-day everyday kindergarten attendance in a reliable research study.The author states the latest results gained in surveys of kindergartens with full-day programs and everyday attendance and describes research methods and tests used. The research was aimed mainly at the assessment of speech level development, social, cognitive and motor skills, the development of auditory memory and the distinguishing of letters, mathematical and visual skills. Further research will, however, be necessary for the assessment of children's ability to observe, discover, generalise, experiment and solve problems both in children with half-day and full-day kindergarten attendance. Further it will be necessary to compare the abilities of children in the two survey groups of expressing their thoughts and feelings in a creative way through speech, movement, music and art, and to study such qualities as, e.g., independence, creativity and discipline in the two survey groups, and the effect of the length of attendance on children's performance - i.e. to investigate the length of stay in the kindergarten in relation to various objects and goals of educational programs for preschoolers. Other variables in the program will have to be explored as well /differences in programs, age, number of pupils in class, social and economic status and education of the parents and cultural values./

174. IVANOVOVÁ, L.: Realizace nového programu výchovné práce v jeslích. /The implementation of the new programme of educational work in nurseries./

Zdravotnická pracovnice, 31, 1981, No.1, pp.27-31.
1 photograph.

Beginning with September 1st, 1978, a programme of educational work for nurseries and nursery schools was introduced in all preschool facilities. It represents a unified natural system of full-day education of children and secures the linking of educational tasks between the separate age groups in the whole preschool period. It contains basic criteria for the education of young children. The programme is supplemented by a methodological handbook illustrating the conception of the individual components of education. The programme gives suggestions for cooperation between the nursery and the family. Overall assessment made after two years of use shows that the programme gives good guidance for the intensification of the educational function of nurseries. The theoretical preparation of nursery staff for the new tasks was systematic and smooth in all regions. Lectures and seminars that are organized for nurses and nursery workers deal with those spheres of education that may still cause problems in practice. Model lessons are shown in instruction facilities depending on local needs and conditions.

175. JÍROVÁ, M: Obsah výchovné práce v předškolních zařízeních se zaměřením na perspektivy společenského vývoje. /The contents of educational work in preschool facilities with a view to the prospects of social development./

Predškolská výchova, 35, 1980/1981, No.5, pp.22-25.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. The new programme of educational work represents a unified and natural system of full-day education of children, it respects their age peculiarities and secures the linking of educational tasks between the individual age groups. It is divided into six age groups and each section contains components of communist education, i.e. physical, intellectual, moral, work and aesthetic education. In the nursery school, the educational process is implemented in the course of children´s activities, i.e. their play, gestural, work, aesthetically educational and cognitive activities. Tasks laid down in the programme are implemented in various organizational forms and arranged in such a sequence that they form a didactic whole with stages of familiarization, reinforcement and elaboration, practicing and revision and, finally, the application of the acquired knowledge, skills and habits in practice. Family upbringing is of special importance for preschool education. The effect of the nursery school on parents is not limited to achieving cooperation only, it is aimed at increasing their feeling of social responsibility for the upbringing of their children, at their help in shaping the direction and means of their action. The Educational Research Institute tests experimentally the possibilities of establishing counselling service for parents that would be differentiated and directed individually. Parents are offered help through personal consultations or counselling by mail. Besides, the clientele is regulated intentionally. It includes also parents recommended for counselling by the headmistress of the nursery school, especially those whose cooperation with the nursery school is very limited or none. Experience gained in various forms of cooperation between preschool facilities and the family shows that in socialist society the family needs high-quality, professional and concrete guidance. The knowledge of changes that the family is undergoing is a prerequisite. The social function of institutional preschool education has to meet steadily increasing demands in socialist society. It will be necessary to elaborate in more detail the demands that man will have to meet in the future and to apply them to the system of preschool education. More stress will be laid on the demand of making cognitive activity independent, active, creative and combinative. At the same time, the demand for forming moral and emotional relations will be emphasized.

176. KERESZTURI, M.: *Obsah predškolskej výchovy vo vzťahu k všestrannému rozvoju dieťaťa v Maďarsku.* /The content of preschool education in relation to the child's all-round development in Hungary./

Predškolská výchova, 35, 1980/1981, No.5, pp.19-21.
1 photograph, 1 fig.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. Nursery school prepares children aged 3 to 6 for admission to school. This is done in the form of play, work and learning. Physical training takes an important place in the conception of preschool education. The basic activity of preschoolers is the play, which is simultaneously a means of the development of the child's personality. At first, children's work is not separated from their play, it starts from play and is closely connected with it. The child's personality is developed and enriched in work activities. Purposeful and planned education is implemented in two forms, in obligatory and voluntary occupations. Priority is given to such activities that - besides their function of mediating information - contribute to the shaping of children's personalities and to the development of their abilities. These are mainly play and playful forms included in the process of upbringing and teaching. At present, a change in the educational programme is in preparation on the basis of the results of research, especially as regards preparation for school. Preparation for school is implemented in a uniform process of care, upbringing and education. It is designed to smooth out differences between children that are caused by different social backgrounds, to create an atmosphere satisfying the children's interests and activity and securing emotional balance at the same time.

177. LAUNEROVÁ, I.: Zajištění všestranného harmonického rozvoje dětí předškolního věku pomocí normativů v NDR. /Securing an all-round harmonic development of preschoolers in the GDR by means of legislative measures and directives./

Predškolská výchova, 35, 1980/1981, No.5, pp.13-16.
2 photographs, 1 ref.

This is a paper delivered at the international seminar on preschool education/Prague 1980/. The work of the nursery school is defined by the law on uniform socialist system of education, the decree of the Council of ministers on preschool child care facilities, the rights and duties of nursery school teachers exceeding the framework of the Labour Code, legal principles of the cooperation between the nursery school and the family, legal regulations on hygiene and order in nursery schools. The plan of education is of special importance as it lays down obligatory tasks, goals and contents of educational work with children. General theoretical standpoints of teaching plans applicable to pre-school education plans can be expressed in the following way: National education planning documents characterise the basic conception of educational work from the viewpoint of teaching theory and education policy in the existing social and historical conditions; balanced attitudes to the possibilities and limits of central planning are necessary for their elaboration and implementation. A scientifically substantiated conception is a prerequisite for the elaboration of teaching curricula. Central plans should lay down the basic goals of the education of a socialist personality, the contents of education and the strategy of shaping the educational process. Practice shows that the quality of the plan influences the level of practical activity. There is a connection between the quality of the plan and the possibility of its implementation in practice, between the quality of central tasks and the quality of the organization of educational process. It is expected from the plan that it will express the level of the all-round development of children at various age levels while respecting all aspects of universality. The selection and arrangement of the contents is based mainly on empirical values in the present-day plan, without theoretical justification. Scientific principles for the elaboration of educational plans have recently been formulated in the USSR.

178. LECLERQ-DUFRANNE: *Elaboration d'un projet de travail vécu en classe.* /The elaboration of a project of active work in class./

L'école maternelle belge, 1980/1981, No.1, pp.114-119.

The author describes a week's work programme based on the project elaborated on the subject of "the train". The programme was prepared for a group of 19 nursery school children aged 4 to 5.

179. LIPTÁKOVÁ, T.: *Výber a usporiadanie obsahu výchovy a vzdelávania detí.* /Selection and arrangement of the contents of children's education./

Předškolská výchova, 35, 1980/1981, No.9, pp.6-7.

The theoretical conception of the contents of preschool education has developed alongside with programmes of educational work in preschool facilities. Determining the contents of nursery school education means determining its position among other educational factors and elaborating these contents as a component part of the unified system of communist education. At the same time, it is necessary to clarify the general determination of the contents by social requirements and biological as well as psychic peculiarities of preschoolers and to unite the views on the selection of the educational contents.

180. NANKOV, K.: Razvitie na silata, barzinata i izdrashlivostta na detsata. /Developing strenght, speed and perseverance in children./

Preduchilishtno vaspitanie, 29, 1981, No.10, pp. 13-21.

3 tables.

The present-day methodology of instruction in physical training in nursery schools is based on years of good experience and secures the development of strength, speed and perseverance. The author emphasizes some peculiarities of this proces, gives methodological advice to the teachers and stresses the fact that the physical development of the future pupil is of considerable importance for the successful mastering of the learning programme at school.

181. SMÍKAL, J.: Zásady tvorby výchovného programu MŠ pro nevidomé. /Principles of the elaboration of educational programmes for nursery schools for blind children./ Otázky defektologie, 23, 1980/1981, No.10, pp.464-469.

The presented educational programme sums up the contents, methods and principles of work of nursery schools for blind and near blind children. It is drafted and interpreted with the aim of developing all detected abilities and skills of the handicapped children. Stress is laid mainly on the development of the psychomotor activities and their practical utilization. The educational programme limits the reduction of demands made on blind preschoolers as much as possible. Methods and principles that have been elaborated give real prerequisites for fulfilling even the most demanding though adequate educational tasks. However, the nursery school counts with the parents'active help in this effort and with the cooperation of the first grade teacher.

182. SHEJTANOVA C.: Problémy náplně výchovně vzdělávací práce v mateřské škole v Bulharsku. /Problems of the contents of nursery school education in Bulgaria./ Predškolská výchova, 35, 1980/1981, No.5, pp.17-19.

This is a paper delivered at the international seminar on preschool education /Prague, 1980/. The introduction of school attendance from the age of six and three years of instruction at primary school has brought about the necessity of a new approach to the contents of education in preschool facilities and their increased quality. The new programme of education in nursery schools and collective child care facilities is being elaborated by a team of specialists. At present, its draft is being verified in 30 child care facilities and nursery schools catering for 3 000 children aged one to six. Extended verification will be carried out in 1980/1981. The new programme should be aimed at the adoption of knowledge and values, at shaping qualities necessary for each member of our society and for the development of the country as a whole. Educational science should determine the material containing a system of habits, skills and knowledge and present it in the required linkage and sequence in a form suitable for children between the ages of 1 and 6. Scientific facts should be conveyed on the basis of characteristic examples that are easy to grasp. The contents of the curricula should be in keeping with the requirements and aims of the school system, they should be up-to-date with respect to the contemporary development of science and art and to new living conditions, they should correspond to the psycho-physical possibilities of the present-day child at that age, they should mediate knowledge and skills through practical activity of the children. At the same time, a system of criteria and indices should be formed to secure reliable diagnosing of the development of children in the individual age groups.

3.4 Cooperation between preschool facilities and other institutions and the public

183. CERMANOVÁ, K.: Předškolní výchova a rodina. /Preschool education and the family./
Rodina a škola. 28, 1981, No.5, pp.6-7.
1 photograph.

This is information on the programme of PTA class meetings in a nursery school. The parents were gradually acquainted with the new conception of preschool education and the main tasks of the individual components of education through lectures and model occupation. Thus parents attending PTA meetings had the opportunity of learning the specific features of work in this preschool facility where new forms of plays and leisure activities determined the special character of educational work with the preschoolers.

184. Classes ouvertes. /Open classrooms./
L'éducation enfantine, 1981, No.8, pp.9-27.
7 photographs.

The article contains four parts. The first one shows how the parents' attitude to school has developed. Originally, the parents stayed outside the school gate, later they were given the possibility to visit the school for meetings and visits and, finally, nowadays the school is open for parents as collaborators and assistants in the process of education. The second part describes a new organisational form of school work differing from traditional school that is called "décloisonnement" /groups of children are not formed on the basis of the age criterion but by free selection of children determined by various aspects/. Groups of 8 to 15 children make it possible to create new relations between adults and children as well as among children. The author discusses this form of organisation from the viewpoint of teachers, parents, material amenities of schools etc. The third part shows how parents may take part in their children's extra-curriculum activities. The fourth part outlines the problems brought about by the organisation of group and inter-class cooperation for inspection.

185. GOUTARD, M.: "Pour une plus grande ouverture de l'école maternelle". /"Opening nursery school fully to life."/

L'école maternelle française, 1981, No.7, pp.17-32.

The opening of school gates to life acquires new forms lately and spreads especially in connection with population migration that tends to create a heterogenous social environment. Being a part of the school system, the nursery school should also give up its secludedness and form closer contacts with the school, the nursery, the family and social institutions. The article contains a theoretical introduction followed by a description of educational experiments carried out by several nursery schools in French rural areas. The following subjects were chosen for the projects: securing the children's safety in case of a fire, a visit to a restaurant, care for trees and birds, a visit to a health care centre, a display on North Africa, long-distance freight transport.

186. KOBZINKOVÁ, A.: *Naša spolupráca.* /Our cooperation./ Predškolská výchova, *36*, 1981/1982, No.4, pp. 26-27.

1 photograph.

The author describes the experience gained in joint operation of a nursery and a nursery school. All children are taken care of by a single group of professionals. These pass their experience and knowledge of children to each other at meetings as well as outside them. Besides usual forms of cooperation with the primary school and preparation of children for school, they use the school swimming pool. Here the children learn the basic movements for the training of swimming that takes place at primary school. A first grade teacher comes to the meeting of parents of children that will be transferred to primary school and makes them acquainted with the demands of primary school on the children. The joint facility cooperates closely with the Popular Art Education Centre. The children contribute with their work to joint art displays. Music teachers visit the nursery school to ascertain the hearing, rhythmic and vocal level of children and select pupils for pre-preperatory classes from among them.

187. PRŮŠOVÁ, E.: Dětství ve dvou podobách. /Two faces of childhood./

Rodina a škola, 28, 1981, No.3, p.9.
2 photographs.

The author, a nursery school headmistress, contemplates the importance of cultural cooperation with the parents. Together with their parents and teachers, the children visit performances at the Viola theatre, they make trips to Čapek's house at Strž, to Humprecht castle with its permanent exposition of children's books, to Hrusice - the birthplace of the painter Josef Lada and to other places. At present, parental care is by far not limited to the child's material needs, it embraces the child's emotional, aesthetical and cultural development as well. This is why nursery schools should make use of this opportunity and help the parents in their effort.

188. PRŮŠOVÁ, E.: Nejmenší za Karlem Čapkem. /The youngest ones on Karel Čapek./

Zlatý máj, 25, 1981, No.1, p.60.

These are the narratives of nursery school children, who visited the Karel Čapek Memorial at Strž together with their teacher. Urged by their teacher, the children told of their impressions from this trip at home and the parents put their narratives down.

189. ŠTĚPÁN, J.: SRPŠ a výchova cikánských dětí. /The PTA and the education of Gipsy children./

Otázky defektologie, 24, 1981/1982, No.3, pp.89-92.

The author of this article is convinced that the parent-teacher association can contribute substantially towards the integration of the young Gipsy generation. Before this process can start, however, it is necessary to open a dialogue with Gipsy parents and children. Close cooperation is needed between educators, members of the parent-teacher association, social workers and all specific institutions concerned with the integration and education of Gipsy children. Further, the parent-teacher association should cooperate with commission for the solution of problems of Gipsy citizens and with boards or sections for the education of Gipsy children. Only systematic effort of the whole society can help the Gipsy fellow-citizens to find the right place in the socialist society.

190. TIMCHUK, A.J. - DAHLMAN, A.Y. - ASHER, K.N.: Extending the benefits of a demonstration program from handicapped preschool children to community based programs.

Exceptional children, 48, 1981, No.1, pp.70-72.
2 charts, 3 refs.

The aim of the study was an attempt to extend the results of a timely intervention programme and to intervene directly in children through consultations and preparation of parents and teachers. The published data were collected in the period between July, 1977 and June, 1978. The data cover three groups of children: 1. the group followed in the nursery school comprised 20 children with delayed development aged 47.4 months, who were enrolled for the basic programme of the Dubnoff centre /the instruction was given five days a week/. 2. the group with remote instruction prepared by the consultants of the Dubnoff centre for developmental intervention. Fifteen developmentally neglected children or risk children with developmental problems aged 54.2 months took part in the programme. 3. the contrast group was composed of children that were on the waiting list and needed a consultant´s help. The children were 53.2 months old. The Dubnoff programme emphasizes the education of teachers and parents, who would use their knowledge in the education of children enrolled in preschool education programmes and attending school three hours a day, five days a week, in two groups for the period of eight months. The teachers and parents of the two groups filled in questionnaires before the programme started and after it ended. The data show considerable improvement in children in all observed factors. Charts show the results of two measurements of all the three groups before the consultation and afterwards. An analysis and evaluation of the results has shown that the two groups showed considerable improvement after intervention in both measurements compared with the contrast group.

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents, family

191. **ANDERSEN**, U.: An diesem Tag nur Mutter sein........
/Being only a mother today ..../
Spielen und lernen, 1981, No.5, pp.8-13.
3 photographs.

The authoress explains the history of the origin of Mother's Day and evaluates its importance as a holiday and, mainly, a reminder of woman's most significant role. She gives examples of untraditional approach to family celebration accentuating primarily a sensitive attitude to mother and an effort to relieve her of her everyday chores on at least one day of the year. She shows that the most important thing is not a present but the attitude that is shown concretely and practically.

192. **BARTOLOME, P.I.:** The changing family and early childhood education.

Childhood education, 57,1981, No.5, pp.262-266.
3 photographs, 6 refs.

Present-day education does not give the children sufficient space for the development of attitudes, knowledge and skills that would enable them to cope with their world and with themselves. At the same time, the need of a general perspective of preschool education calls for suggestions implementing effective educational procedures and programmes for nursery school children. As it is the family that has the greatest influence on preschool children, parents and grandparents should join these programmes, they should be educated so as to be able to work with the children at home similarly as teachers do in the nursery school. Everyday activities at home are a unique stimulus for learning and all fathers and mothers are effective socialization factors. The innovation of programmes should respect the changing role of the family and changes in its structure and function. In the past, the family functioned as an independent economic unit that helped the child to acquire a lot of complex knowledge including the knowledge of languages, a high grade of psychomotor skills and a lot of values and attitudes to work. This learning of skills, attitudes and values continued until the children were in continuous communication with their parents and worked together with them. Industrialization brought about a change in the economic function of the family. The family does not function as an economic unit any more. Children do not take part in their parents' work, in most cases they have no idea of their work, the years of their dependence are longer. They become consumers of unemotional products of the society and they do not take part in productive activities, nor do they participate in a creative way in the effort of the society to procure products and food. This is why it is advisable to occupy children with minor tasks and activities in the household starting at a very young age. In today's family. the members are isolated from the world of labour, from the society, their relatives and friends. The parents seek better job opportunities and homes become private places where their members regenerate for further daily struggle in the world of labour. Parenthood does not mean shared responsibility any more. Institutions /social workers/ usually interfere in the structure of a family only in the most urgent cases. Thus young parents get less support in their role as parents and the growing children get less emotion, guidance and less opportunity for socialization. The author goes on to present some suggestions for the elaboration of procedures and programmes. The negative effects of family isolation can be offset only if children are enabled to gain experience in an environment outside their homes. Schools , the parents, employers and social organizations should participate in giving childrem opportunities to extend their experience, thus complementing the role and function of the family. The cooperation between school and parents should be made use of on a bigger scale, children should be taken on trips to places where their parents work. The author suggests ecological programmes for preschool children through the use of society resources for supporting and strengthening the role of teachers and parents in the education, stimulation and care of preschool children. It would be advisable to create small educational milieus where people knowing each other and representing various professions and ways of life would communicate with children. If we want to change the narrow perspective of the family, it will be necessary to complement the procedures and programmes of preschool education. The following problems will have to be faced: 1. reviving the feeling of importance and value that the children had when the family functioned as an economic unit. 2. reshaping the society to make parenthood divided and the society serve as an educational park for all children. 3. reintroducing into the children's lives various forms of relationships with people of all walks of life that may serve as their models and influence their future decisions and actions. It is necessary to create new learning centres where children will be occupied with various activities, solve useful tasks and learn on the basis of concrete experience by helping the adults and observing them. Such real activities will contribute much more to the overall development of the children than their present-day isolation in a school full of toys and books designed for cognitive stimulation. These activities will include cooking, work in the garden, playing roles. Thus the children will learn not only to know the colours, numbers, shapes and dimensions but also to participate with others in the results of their work and become effective members of the society. Mere learning of the skills of counting, writing and reading will be extended to include the skills of solving problems and making decisions. Thus learning centres may consolidate family ties and the cooperation between the society and preschool children.

193. BENEŠOVÁ, E.: Návštěvy učitelky v rodině. /Teachers' visits in families./

Předškolská výchova, 36, 1981/1982, No.4, pp.15-16.

The author gives advice on how to make the adaptation to nursery school easier for three-year-olds. The parents of children admitted for nursery school attendance since September are invited to an informative meeting that takes place before the summer holidays. Their attention is drawn to the problems of adaptation and the teacher explains why she thinks it suitable to get acquainted with every child before it comes to the nursery school. She agrees on the time of her visit to the family with the parents. When the teacher comes to visit the family, she tries to contact the child. The child is offered pictures and asked to show the teacher its toys. The teacher tries to collect information on the child. When talking with the child's parents, she tries to find out the relation of the child to adults, how it plays, what it fears, what the parents are worried about, whether the child has any bad habits etc. Thus the teacher learns to know the character of the family background and the effects on the child. This helps her understand the child better and react to what it does and says. The parents are asked to write a brief characteristic of the child as this will complement the teacher's knowledge of the child.

194. BENNINGHOVEN, C.: Braucht ein Kind Vater und Mutter ?
/Does a child need father and mother ?/
Spielen und lernen, 1981, No.12, pp.13-16.
6 refs.

The authoress, who raises her son alone, tries to analyze the situation of incomplete families from the viewpoint of negative consequences for the child. She contemplates the factors of material handicaps of single-parent families as well as ethical problems that the absence of one of the parents means for the child. She finds no solutions, she rather seeks possibilities of finding some positive aspects of this situation that is becoming more and more common nowadays. She proves that the whole atmosphere of the wider social environment in which the single-parent family lives is of considerable importance. If the family feels friendship and support of this wider background, the situation need not be dangerous for the child. In conclusion, the authoress mentions several publications that deal with these problems in more detail.

195. COMMAILLE, J.: *L'évolution de la divortialité et le statut de l'enfant.* /The evolution of the divorce rate and the position of the child./

Enfance, 1981, No.1-12, pp.23-41.
1 table, 90 refs.

This scientific study analyses the problem of divorce from an interdisciplinary viewpoint, embracing demography, sociology, psychology and politics. A divorce is a significant factor in the child's socialisation. This process - as it is usually studied - presupposes both parents of the child. It is disturbed by the divorce in a significant way. The growing number of divorces in various parts of the world ircreases the number of children with a single parent. The study analyses the position of children of divorced parents with respect to the new modification of the family and with a view to the society and to the state. From the historical aspect, the problems of divorces may be linked up with cases when the marriage was dissolved due to death of one of the partners.

196. COSTA, M.L.: *La prospettiva relazionata nell'educazione dello svantaggiato.* /Relations in the education of handicapped children./

Scuola materna, 68, 1981, No.15, pp.976-979.
10 refs.

The article is subtitled: "Building the relation between the school and the family of a child that is different from the others". The author analyzes the problems of children that are neglected in their education or differ from the class average for various reasons connected with the family and social background. The author characterizes the school and the family as two differing systems that can be, however, integrated and analyzes in more detail the relations mother-child, father-child and the triangle of relations parents-child, various pathological manifestations in these relations, their consequences for the relation family-school, child-school, especially the manifestations of hostility to school and shows how to overcome them.

197. DELUZ, A.: Garçons et filles dans les sociétés autres.
/Boys and girls in other societies./

Enfance, 1981, No.1-2, pp.53-59.
2 refs.

The author presents the results of her observations of children's life and their education in Central Africa and South America. The Gouro tribe lives on the Ivory Coast. Newly born babies are put into the care of women, who treat babies of each sex differently. The baby is passed from the hands of one woman to those of another until it is one year old; its motor skills are highly developed, boys usually start walking at the age of eight months, girls start two months later;a baby that cannot walk at the age of one causes worries. The activities of boys and girls are differentiated since the age of five in keeping with the substantial differentiation of man's and woman's role in this tribe. South American Indians also raise their boys and girls in a different way. These children also mostly start walking at nine months. A comparison of the two tribes subjected to observation shows that there are marked differences in the education of boys and girls from early childhood in both cases.

198. DLABAL, J. - OSVALDOVÁ, B.: Narodil se člověk. /Čtyřdílné vyprávění o naší předškolní a školní výchově./ /Man is born. A narrative of our preschool and school education seřialized in four sections./

Děti a my, 11, 1981, No.1, supplement. Contd.

At the beginning, the author stresses the importance of child care in present-day society since its birth to maturity. What will become of the child depends primarily on its mother and father but the child receives complete education in child care facilities and at school. Special attention is paid to problems of the care for babies immediately after their birth. Mothers are taught to take care of their babies with the help of doctors ,nurses and midwives. Nursing is very important for the baby´s psychic and emotional development. A new method of care for newly-born babies called "rooming-in" /placing the mother and the newly-born baby in one room / is sometimes used nowadays, so far only with primiparas. It has been found that mothers that are in constant contact with their newly-born babies show later more uderstanding and bigger longing for their babies and are kinder to them. The separation of the mother and her baby is incorrect. The babies show disturbancies in their defensive reactions, increased occurrence of allergies and adaptation disorders,mothers lose their emotional attitude to children. Nursing and a close contact in the first days after birth are biological requirements for the baby´s normal development. The education of children in day care facilities

presents a number of problems, too. Most children start attending these facilities at the age of two or three and they must get used to dividing their day into the stay in the nursery and stay with the parents. This change means a great physical as well as mental effort for the child. This is why a child attending a day care facility is much more often ill than a child that stays at home.
The adaptation phase and a sufficiently long period of accommodation are of special importance. Preschool facilities apply new knowledge to their system of preschool education. Extra-curriculum activities of nursery school children include gymnastic lessons for parents with their children and language courses.
An essential basis of the whole educational process is good family background, the feeling of security, basic belief in life, the possibility of contact with the nature, the possibility of free movement.

199. DOORMANN, L.: Geteilte Arbeit - doppelte Freude ?
/Shared job - double joy ?/

Spielen und lernen, 1981, No.11, pp.12-16.

The authoress, who works in the women's movement, evaluates experience with so called "job sharing" that originated in the USA and spreads now in West Germany as well. In principle, a single vacancy is filled with two or more persons who share the rights, duties and pay on the basis of mutual agreement. This partial-time job arrangement is especially suitable for young women with small children. It is understandable that this form may be applied only somewhere but both the employees and the employers appreciate it highly.

200. ELIÁŠOVÁ, M.: Činnost poradny pro rodiče těžce zrakově postižených dětí. /The activity of the guidance clinic for parents of seriously visually impaired children./

Otázky defektologie, 24, 1981/1982, No.3, pp.97-101. 1 table.

The guidance clinic was established in Brno in the year 1969 and it provides guidance in the sphere of welfare and special educational treatment. Parents and their children are invited for counselling regularly and their educational and social problems are discussed with them. Guidance counsellors inform them of the organization of nursery schools, primary schools and the possibilities of vocational choice for visually impaired children. They help the families in their dealings with state authorities and social organizations that participate in family and child care. The guidance clinic published a methodological handbook called "A visually impaired child in the family" in the International Year of the Disabled. The publication is designed for the parents of visually impaired preschool children. Its aim is to make them acquainted with all the basic problems that they meet

most frequently in the education of their handicapped children and with skills required from a handicapped child when it starts attending nursery school.
The publication contains ample pictures. Mrs. Eliášová's article is supplemented by a summary of preschool children born between 1974 and 1980 and recorded by the clinic. The clinic keeps records of 90 preschool children, sixty of them being blind or near blind.

201. Eltern helfen Eltern. /Parents help parents./
Spielen und lernen, 1981, No.11, pp.18-20.

This is an account of a parent cooperation movement that organizes help in the education of children. The movement started on parents' initiative in 1977 and 13 men and women participated in it originally. Nowadays, there are more than a hundred of them, they get professional guidance from Giesen university workers, they have their own organizational basis for work with children and they get financial aid from town and district authorities. While at first they concentrated mainly on solving situations when it was necessary to substitute the parents, today they have a systematically planned educational programme.

202. FRÖHLICH, U.B.: Jetzt läuft das ganz prima. /It´s quite all right now./

Spielen und lernen, 1981, No.4, pp.30-32.
1 photograph.

The author describes her experience with seeking a babysitter for her one-year-old daughter. Out of several babysitters, the one that proved most successful was a twelve-year-old girl, the youngest one of three children, who missed someone to take care of. Though the babysitting was needed only occasionally, it is questionable whether such a situation may be generalized and recommended. The author is, however, of the opinion that such a solution would be advantageous for everybody.

203. GOUTARD, M.: Une expérience originale en Angleterre. /Original experience in England./

L´éducation enfantine, 1981, No.1, pp.29-30.

Mrs. M. Goutard, the present chairwoman of the World Organization for Preschool Education, compares in her brief article forms of cooperation between the nursery school and the family in France and England. She makes the reader acquainted with a new form of this cooperation; she mentions the example of a nursery school in a poor London district where the teacher visits the families of the most neglected children and works with them at their homes for 3 - 4 hours a week in the presence of their mothers. The teacher concentrates mainly on the development of speech, senses, phantasy and memory. Another form of cooperation aimed at increased level of education is the organization of "playgroups". Several mothers visit the nursery school regularly and learn how to stimulate and guide childrens' play.

204. GÜRTLER, H.: Opa schimpft, Vater nicht ..... /Granddad scolds me, Dad doesn't ....../

Spielen und lernen, 1981, No.3, pp.35-37.

These are reflections on the problem of the coexistence of several generations and its educational impact on the child. For a number of years, the predominant tendency has been to isolate the young parents with children in their own flats and the traditional family houses where several generations lived together are an exception now. The author is of the opinion that this secludedness actually limits the child's social experience and that many problems that life in big families brings remain strange for the child. The child does not learn to differentiate and tolerate life styles and peculiarities of different generations and to conform to them. The traditional argument of the necessary unity of education seems to be overcome by natural logic of life that makes some general principles and precepts somewhat relative. It is useful for the child to know that people may have differing demands and that it is necessary to conform to them.

205. "Hausgeburt: Ja oder nein ?" /Childbirth at home: Yes or no ?/

Spielen und lernen, 1981, No.1, pp.38-39.

This is a summary of an editorial discussion of contemporary views recommending childbirth at home. According to them, the delivery of a child is quite a normal condition from the physiological viewpoint, is is not a state of illness, although the delivery is demanding both physically and mentally. Some women feel anxiety and stress in the strange environment of the hospital and this aggravates their condition whereas home environment and the presence of their nearest ones make them calmer. Five readers that were interviewed experienced delivery both in hospital and at home and they all preferred delivery at home. A prerequisite should naturally be professional help of a midwife and the accessibility of an obstetrician in case of complications. The main contribution is the forming of a much more intensive emotional link to the child in its father as he takes care of his offspring from the moment of its birth.

206. HOGREFE, J.: Kinder, die man kaufen kann. /Children that are for sale./

Spielen und lernen, 1981, No.10, pp.12-16.

The author informs of a seemingly unbelievable possibility of getting a child by buying it. As there are about 40,000 families wanting to adopt a child and only 10,000 children are free for adoption, the number of cases of children bought from the third world increases. It is estimated that about 2,000 families get a child in this way every year and they pay approximately 5,500 Marks for a child. Such activities are, naturally, illegal and as such they are prosecuted but the desire to have a child plays into the hands of the middlemen. Very frequent are clear cases of frauds that have to be dealt with by the international court. Legal problems are accompanied naturally by ethical and humanitarian problems that make it impossible to accept this way of adoption. Ways of helping the hungering children of the third world must be seeked elsewhere.

207. IVANOVA, V.: Sodrushestvo detskogo sada i semyi. /Cooperation between the nursery school and the family./

Doshkolnoye vospitaniye, 1981, No.7, pp.37- 39.

Partial results of a survey of the utilization of task-oriented plays in the family. The material was collected during visits in the families, through questionnaires, interviews of the parents and the teachers. More than two hundred families from Moscow and five other industrial towns were covered by the survey. Only a few families were aware of the importance of play. Most families made it their aim to raise healthy children and to prepare them for school but they did not realise by what means they could reach this aim.

208. "Jak to všechno zvládáte? " /How to you manage it all?/

Děti a my, 11, 1981, No.1, pp.11-14.
6 photographs.

This interview of a mother of five children aged 6 to 19 is concerned mainly with the organization of work and education in such a big family.

209. JOSSE, D. - ROBIN, M.: "Qu'est ce que tu dis à Maman?" Ou le langage des parents adressé à l'enfant de la naissance à 10 mois. /"What are you telling Mum?" Or, the language of parents directed at their baby in the first ten months after its birth./

Enfance, 1981, No.3, pp.109-132.
2 tables, 39 refs.

This is a report of a survey concerned with the language mothers use in contact with their babies in everyday care for their bodily needs. In the first months of the baby's life, the mother turns to the baby with short sentences, isolated words and simple onomatopoeic sounds imitating the utterances of the baby; these are, in fact, vocal plays of the parents with their baby. The mother's language changes with the child's development and its developing ability to communicate. Some aspects of the utterance /such as, e.g. intonation and stress/ are linked with communication through gestures and mimics and intensify it. Although the mother's language is limited verbally in the first year of the child's life, it is of basic importance for the development of communication with the child.

210. KLIMOWA, M.: Rodzina i dom. /The family and the home./ Przyjaciel dziecka, 24, 1981, No.3, pp.10-11.

This is an interview given to the editor of the magazine by Mrs. H. Prokopczukowa, editor-in-chief of the cultural and social section of the publishing house of Children's Friends Society /T.D.P./. She reviews the first six years of publishing books in the "Family and home" series, results and experience, future plans. These are actually two parallel series, small paperbacks and more detailed publications concerned with the cooperation between the parents and the school, education of and help to children in the family, problems of the utilization of leisure time at home etc. The plan is limited to complete families with children under 14.

211. KRACÍK, J.: Pedagogicko-psychologické aspekty vztahu rodiny a hospitalizovaného dítěte. /Educational and psychological aspects of the relations between a family and a hospitalized child./

Otázky defektologie, 24, 1981/1982, No.3, pp. 106-111. 6 refs.

The reader can get acquainted with the views of prominent physicians, psychologists and educationalists on the problems of psychological and social relations of a child admitted to a hospital both in the hospital and in the family. A child admitted to a hospital experiences a certain shock. Acute shock is the child's reaction to its separation from its mother. The shock usually has three phases. The first phase may take hours or whole weeks. The child cries aloud, tosses about in its bed, calls its mother. It refuses all other adults with cries. In the second phase, the child feels with desperation that its mother has abandoned it. The child withdraws and falls into a grave depression. In such cases the children behave very quietly. The third phase shows a certain detachment from the mother. The child does not refuse the nurses any more, it plays with them and is friendly with them. It behaves to mother indifferently and does not cry when the mother leaves the hospital. When the child is released after hospital treatment, some transitory - and sometimes even permanent - mental disorders are frequently observed. These include pavor nocturnus, sleep disorders, deathly anxiety, tics, hypochondriacal states of anxiety, sometimes also regression and - after operations - refractoriness and stuttering. Grave forms of neuroses are sometimes observed. If the child is to be spared unpleasant experiences in hospital, it should be prepared for its hospital stay. The author of the article attributes considerable importance to parental explanation and the parents' general behaviour, not only before the child's admittance to hospital but also during visits and in the period of convalescence at home.

212. LIVI BACCI, M.: Aspects démographiques des rapports entre enfance, famille et société. /Demographic aspects of the relations between childhood, family and the society./

Enfance, 1981, No. 1-2, pp.9-13.
2 tables, 1 ref.

The author of the article uses a comparison of statistical data to substantiate his thesis that the demographic development has changed substantially the position of the child in the society and in the family. It can be summarized that a child very rarely remains alone as an orphan; its grandparents or brothers and sisters may help in most cases. As a result of a lower birth rate and the growing possibility of survival, the ties between the child and the family grow firmer and more stable. It follows that the process of the child's socialization should be judged also from the demographic viewpoint.

213. LYUTOVA, T.: Izucheniye vospitatelem semyi rebenka.
/The teacher learns to know the family./
Doshkolnoye vospitaniye, 1981, No.2, pp.34-39.

It is necessary for good cooperation with the family to know well the family background. The author presents an example of a programme of social and educational surveys of families. Data can be collected during visits to the family, in interviews of the parents and from the children's narratives and pictures. The data include: 1. Demographic characterization of the family - the number and age of its members. 2. Social and professional characterization - social status of the family, education, public activities, participation in sports activities. 3. Housing conditions - has the child space for its play? 4. Cultural level of the family - character of its cultural interests, organization of holidays, weekends, summer holidays. 5. Educational characteristic of the family - character of relations between family members, kind of relation to children; who has authority with the children and why; how much time the parents devote to their children; composition of the child's day; difficulties in education; good experience with family education. 6. Conclusions on the conditions of education, educational experience of the parents, their difficulties. Educational recommendation for the parents.

214. LUSTHAUS, CH. S. - LUSTHAUS, E. W. - GIBBS, H.:
Parents' role in the decision process.

Exceptional Children, 48, 1981, No.3, pp.256-257.

The 1979 law gave the parents of handicapped children the right of and responsibility for planning the education of their children. The parents take part in the individualized education programme /I.E.P./ at conferences and meetings where they decide - together with professional workers - on the planning and recommendation of programmes. A survey was conducted to investigate the role parents play in the decision making process. Parents were given questionnaires to fill in; they were expected to answer nine questions concerning the education of their children. Questionnaires covered the following points: discipline, a more suitable place in the classroom, assessment of the child's abilities, types of records that should be kept, participation in group instruction within the class, medical care, transport services, provision of special resources, transfer to another school. The parents were asked to characterise their present-day participation in the decision making and its required level.
The answers were classified into three possible roles of parents /no participation, providing and obtaining information, control of the decision making/. The survey parents were selected from eight primary schools and they got the questionnaires from school headmasters, together with explanatory leaflets. Answers were obtained from 41 parents of children from special

schools and 57 parents of children from special groups. An analysis of the results shows that most parents play informative roles and that they want to intervene in other spheres as well. They want to have control over the kind of information in child care, over medical care services for the children and over transfers of children from one school to another. They wish a wider participation in the planning of child care services and thus an increased role in the decision making.

215. MACEY, J.M.: The family way - 1980.

Childhood Education, 57, 1980, No.2, pp.101-102.
1 photograph.

This article deals with the problems of the education of children of divorced parents and the role of the teacher who is interested in the way of life of her pupils' families. In an average class, 44 per cent of the pupils live with one parent only. The children of divorced parents have no permanent homes, they go from one parent to the other. A research survey has shown that today's normal family lives in isolation, too. Its members live beside each other but they do not live together. The emotional reactions of these children are considerable. The children are naive and console themselves with false hopes. Teachers must have understanding, for these children, they should cooperate with social and school authorities in securing suitable sources of help for these children and thus enabling them to join in normal life in the future.

216. MÁROVÁ, Z.: Příjemnou a veselou dovolenou. /Wishing you a pleasant holiday./

Děti a my, 11, 1981, No.2, pp.4-6.
3 photographs.

The author gives advice to parents on how to spend a pleasant holiday with their child. A holiday spent together gives the parents an extraordinary opportunity to get to know the child even from those aspects that may have escaped their attention in the course of the year. Recommendations that follow are concerned with travelling by train, the selection of food, outfit, shoes and clothes that are taken along. A different type of holiday should be chosen for small children and for older ones, city children need something else than children living in the country. It is best to take one's holiday in stages. A holiday spent together with the child shows the parents all shortcomings in its upbringing and they have time to explain and correct many things and to think over their own lapses - this is important for the mutual relation and the future development.

217. MATĚJČEK, Z.: Kdybych tak měla brášku ..... /If only I had a brother ..../

Rodina a škola, 28, 1981, No.1, p.1.

The article presents conclusions made on the basis of several surveys concerned with the problems of relations between brothers and sisters and the position of the only child in the family. Psychological tests have shown that the only child is, on average, more developed mentally, has better school performance, more general knowledge gained in more frequent contact with adults, is more adroit in social contact with adults and has usually more opportunity to gain various useful and imposing skills outside school. On the other hand, the only child is more frequently overtaxed and watched anxiously. In a large family, the demands on children are somehow divided, what the one cannot do is made up by another. The only child seems to have to cope with everything. In spite of frequent conflicts between brothers and sisters, the so called children's community of the family is a source of very positive social attitudes and qualities. Life in a group of brothers and sisters is a suitable preparation for the child's future parenthood.

218. MATĚJČEK, Z.: O novorozených dětech a jejich matkách.
/On newly-born children and their mothers./

Děti a my, 11, 1981, No.3, pp.3-4.
2 photographs.

The author gives a characterization of the new system of care for newly-born babies and its advantages. The newly-born baby is left in its bed beside the mother's bed since its birth till the release from hospital. The mother takes care of the baby and nurses it as necessary. When she comes home with her baby, she knows how to do everything necessary, she understands the baby and knows its rhythm of life. The general development tends towards as natural, frequent and permanent contact as possible. There are biological as well as psychological reasons. It has been observed that even a very young baby controls the quality and quantity of stimuli that it receives from its surroundings. Psychological surveys show that the attitudes of parents to their children are formed long before the children are born. The relation to the child is thus "predetermined" in a certain way even much earlier that the parents think of having a child. The mother's attitude to the child changes ever since the phoetus starts moving. In the last months of pregnancy, the mother lives mentally with her child. From the biological viewpoint, especially the "bacterial symbiosis" of the mother and her child is usually pointed out. It is more advantageous for the child if its skin and digestive tract are settled by the same bacteria that the mother's body has coped with and provided the child with protective antibodies through the placenta and the mother´s milk than by bacteria of the medical staff. Nursing is of special importance in modern care for young babies. It is conditioned both biologically and psychologically. Itw success depends on the emotional disposition of the mother and early natural contact with her baby contributes to it. Women that are not separated from their babies after their birth nurse longer and more. Early permanent contact of the mother and her child facilitates the forming of an individual intimate relation that is the basis of the child´s future emotional life.

219. MORES, A.: Zamyšlení nad výročními výkazy o činnosti kojeneckých ústavů a dětských domovů pro batolata za léta 1975-1979 a jak se v nich projevil vliv zákona o pěstounské péči. /Reflections on the yearly returns and reports of activities of infant homes and children´s homes for toddlers in the years 1975 to 1979 and the effect of the Fosterage Act./

Československá pediatrie, 36, 1981, No.11, pp.671-677. 6 plots, 16 refs.

The author presents an analysis of the statistical returns of the Czech Socialist Republic on the number of socially orphaned children released for adoption and fosterage. He proves that the result depends directly on the effort of the infant home´s or children's home's head physician to make use of the law and of valid regulations enabling this. Using consistently all existing possibilities, the author succeeded in securing adoption or fosterage for 51 p.c. of children from a home for children aged 1 to 3 and in returning 36 p.c. of children to their parents. Experience shows that it is possible to secure conditions for social orphans for the development of their personalities on a much bigger scale than it has been done hitherto. When they are left in children's homes, they suffer from long-term deprivation.

220. NOVÁK, T. - CAPPONI, V.: O otcovství trochu jinak. /Fatherhood from another angle./

Děti a my, 11, 1981, No.3, pp.19-20.
1 photograph.

Contrary to woman, man becomes father only in intermediate contact with his child. The contemporary father wishes usually to have a son and a daughter. The wish to have a son had other reasons in the past than it nas today. At present, there are three types of men wishing to have sons: 1. those who already have a daughter; 2. those who see the child as a continuation of their own existence and are longing for offspring that would be a copy of them; 3. those who are or feel "hen-pecked" at home and hope that they will form a coalition with their sons against their dominant women. There is a paradox in the paternal role of subordinated men. They are not good fathers of sons as they usually demand too much of their sons. On the other hand, they are much more successful as the fathers of daughters. They dispirit the sons with their attitudes whereas they are milder, "more realistic" in relation to their daughters. The wish to have a daughter is observed in men who love their wives very much. The child is born into a very harmonious, content marriage. There may be problems in adolescence when the fathers keep such close watch on their daughters that they evoke negativism in tne daughter, together with a wish to run away from home. There is another type of men longing to have a daughter. These are seeking a substitute for their wives on the psychic level as they have chosen wives of the opposite type. These women are mostly rational, emotionally cold. Such a father forms an inadequate relation to his daughter, is jealous of her in her maturity and sometimes blackmails her emotionally. The best fathers are those that do not worry too much about the sex of their children. What they want most is a good, healthy child that will be content with life and will bring something to other people, too. Fathers of this type are the most successful ones in the education of their children.

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221. OSTROVSKAYA, L.: Ottsovskiy dolg. /The father's duties./

Doshkolnoye vospitaniye, 1981, No.4. pp.47-53.

In Soviet families, fathers and mothers have equal duties in the education of their children. The father plays a great role in the education of his own children. He must be demanding towards himself and educate himself steadily. He should know the interests of his children and be interested in everything that upsets them. He should take part in household work together with his children and be always an example for them.

222. OSVALDOVÁ, B.: Narodil se člověk. /Čtyřdílné vyprávění o naší předškolní a školní výchově./ /Man is born. A narrative of our preschool and school education serialised in four sections./

Děti a my, 11, 1981, No.2, supplement. Cont.1.
1 table, 2 photographs.

The new conception of early childhood education counts with close cooperation with the parents, local authorities, "guardian" plants and social organizations. The cooperation between the nursery school and the parents may have various forms /talks with parents, class meetings, matinée performances of the children, celebrations of holidays, trips, voluntary work, lending educational literature and magazines, exercises of parents with their children/. It is of considerable importance for the nursery school children to be well-prepared for school. The teacher should stimulate children that are less talkative or that lag behind the others. Personalised approach is needed in such cases. Some nursery schools have transfer classes for children that are at home. In other places, the parents can attend seminars giving them guidance for work with their children preparing them for school. At the age of six, the child starts attending school. The article deals with the character of work at primary school and the educational aim of primary school subjects and with the duties of after-school facilities in the education of primary school children. The example given by the parents has a considerable impact on the child's performance at school. If the child does not learn certain regularity and discipline in primary school, the shortcomings manifest themselves much more at the secondary level.

223. PETRUNOVA, S.: Detskata gradina, semeystvoto i obshtestvennostta. /The nursery school, the family and the society./

Preduchilishtno vaspitaniye, 29, 1981, No.1, pp.4-10, 3 refs.

The author deals with the three basic factors that have impact on the forming of personality at present. They are the nursery school, the family and the society. She criticizes some negative phenomena and gives a number of suggestions for improving the mutual relations of these three factors.

224. PLZÁK, M .- FRÝBOVÁ, Z.: Chování dítěte v rozvodové situaci. /The child's behaviour in a divorce situation./

Děti a my, 11, 1981, No.3, pp.14-16. Contd.
2 photographs.

This is a characteristic of a real divorce situation in a family and of the problems of a child's education. A conspicuous change is observed in the behaviour of children /aged 5 to 15/ at the moment of a divorce situation. The reactions of normal children are neutral /they do not want to be judges, they are not willing to favour the father nor the mother/. They show coldness, indifference, lack of understanding and sometimes also aversion. As soon as one of the partners /usually the mother, who is deserted and feels wronged and hurt/ starts working the child up systematically and making it an ally against the other partner, the neutrality disappears. A survey of divorced marriages has shown that where the mother has made her child an ally against the father, the child leaves her during puberty or immediately after puberty and flies to the father and joins him as an ally against the mother. It has been observed that the child appreciates it highly when the mother does not accuse the other partner and blacken his character. Surveys have shown that - in a big majority of cases - the parent that has behaved with reserve and discipline and has not given way to his or her wrath and pity wins the child. Systematic blackening of the other partner may evoke in the child hostile feelings against that partner and help to a victory but the victory is mostly a short-lived one. All the weapons that have been used against the partner are turned back by the child.

225. URBANSKAYA, O.: Roditel´skaya konferentsiya: vospitaniye detey v semye. /A parent conference on the education of children in families./

Doshkolnoye vospitaniye, 1981, No.8, pp.93-94.

This is information on the proceedings of a conference organized in the Baumanski district of Moscow after several years of systematic cooperation between nursery school workers and the parents. The introductory paper of a general nature was delivered by the district methodologist, member of the group "Nursery school, family and the public" attached to the early childhood section of the Central Committee of the Educational Society of the Russian Soviet Federative Socialist Republic. She stated that many parents understood their parental duties correctly and that this made it possible to collect good experience that should be made public. The prospects of future cooperation with the parents were outlined, too. In the discussion that followed many parents or grandparents described their experience. Conference members adopted a resolution to continue in collecting experience with family education and generalising the best of it.

226. WHITE, B.L.: Should you stay home with your baby ? Young Children, 36, 1981, No.1, pp.11-17.

The author stresses the irreplaceability of the initial education in the family and recommends young parents to take care of their baby themselves until it is at least three years old. If this is not feasible, he recommends basically only part-time stay of the baby in a family-type facility catering for not more than ten children. He emphasises that grandparents' care is a welcome supplement to education and can substitute the parents to a certain extent. Contrary to tendencies of all-day care, he recommends that care of a baby outside its family should be rather limited instead of extending it.

4.1.1 Parenthood education, education of parents

227. BAR'BITSKAYA, A.: Metodicheskiy kabinet i pedagogicheskoye prosveshcheniye roditeley. /Methodological centre and the education of parents./

Doshkolnoye vospitaniye, 1981, No.2, pp.39-41.

To improve the education of parents, the methodological centre of the Babushkinski district of Moscow has concentrated on increasing the quality of work of nursery school headmistresses in the district. It was necessary to give them more concentrate knowledge of the tasks, contents and forms of cooperation between the nursery school and the parents. At a permanent seminar organised for them, the headmistresses got acquainted with the basic methods of public education, with the tasks of a headmistress and with the conditions of correct education. Some of the headmistresses attended similar seminars organised by the city methodological centre. In all, it took three years to give all the headmistresses of the district the required knowledge. Problems of family education were discussed by headmistresses in methodological associations. As an example, when the topic of methodological control of education to work in families was discussed, the participants were asked to make an analysis of education to work in their own nursery schools and in families. Then they jointly prepared recommendations for improved education in this respect. Consultations represent an operative form of help for the headmistresses. There are notice boards with informative materials and literature

concerned with the respective topic on display in the nursery school where the consultation takes place. The participants hear the theoretical explanation and then they may get acquainted with the materials in more detail. These displays are photographed, pictures are complemented with texts and passed to the district methodological centre. The centre uses personalized approach to beginning headmistresses. Some nursery schools organise lectures for the parents. The lectures are planned for periods of five years and designed for parents of the individual age groups. Lessons take place once in two months. The results of the operation of the methodological centre have manifested themselves in practice. Parent conferences take place regularly. They are valuable for they enable exchange of experience and bring the results of the work of educational staff with parents. The methodological centre is helped in its work by voluntary workers from among the ranks of experienced school headmistresses. They visit nursery schools, give advice to their headmistresses, take over "patronage" over them in cases of need. Of special importance is their contribution in seeking, generalizing and spreading the best experience.

228. BEHR, S. - ERSIG, H.: Ich ersiehe allein. /I raise my child alone./

Rororo-Elternrat. 1980, 94 pages.
Review: Nordhoff, I.
Spielen und lernen, 1981, No.3, pp.28-29.

As there are about 10 per cent of children in West Germany that are raised in incomplete families, the authors have prepared for the parents a publication on problems that they may come across in the education of their children. Social responsibility for help to these single-parent families is referred to in a multiple sense. Besides participation in the material security of these families, the first place should be taken by help in the social sense, i.e. in making contacts leading to an exchange of experience, organization of meetings in leisure time etc. These people usually choose the way of social isolation, which is unsuitable both for the education of the children and for the parents themselves, but they frequently have not got sufficient strength to overcome this. The whole society should help them in this.

229. BENEŠOVÁ, E.: Zkušenosti ze spolupráce s rodinou. /Experience with cooperation with the family./ Predškolská výchova, 35, 1980/1981, No.12, pp.1-3.

Teachers´ visits in the families of their children are of considerable importance. It is difficult to find an individualized approach to a child without knowing its family. Visits to families before the child starts going to nursery school help eliminate stress situations that the children are exposed to in the first days of their stay in the nursery school. The teacher can detect the level of habits and abilities of children during her visits to families and she can use this knowledge for the elaboration of the plan of educational work, especially individual treatment plans. If the teacher learns to know the child personally in its family background, she feels emotionally linked with the child and this brings her much more satisfaction in her work. The knowledge of the family background makes it possible for the teacher to set individual aims. What the family develops positively can be left alone and more attention should be concentrated on what the child misses in the family. The knowledge gained during visits to families enables the planning of meetings with parents. If the teacher knows the family background, she can advise the parents in concrete problems of education. Visits to families take up much of the teacher´s time but they are irreplaceable for the knowledge of the child.

230. **BEDNYCHOVÁ, J. - BĚLINOVÁ, L. - BRTNÍKOVÁ, M.:**
Výchova dítěte předškolního věku. /The education of a preschooler./

Praha, Horizont 1980. 90 pages.
Review: Predškolská výchova, 35, 1980/1981, No.9, p. 29.

The publication provides information on the principles of early childhood education binding for all preschool facilities since 1978. The mental development of preschool children is described, together with the most frequent mistakes made in their education. Attention is paid to the development of children's speech and thinking, and the problems of social and moral education. The second part of the book deals with an allround motor development of the child. The third part is devoted to the somatic development of the child and summarises the principles of the correct way of life. Attention is paid also to education to parenthood and school readiness requirements are enumerated.

231. BYELINOVA, L.: Zadachi, formy i metody raboty doshkol´nykh uchrezhdeniy s sem´yey. /The aims, forms and methods of cooperation between preschool facilities and the family./

Doshkolnoye vospitaniye, 1981, No.9, pp.66-67.

The educational treatment programme for nurseries and nursery schools contains a section dealing with recommended forms of cooperation with the parents. The School Act lays down the activities of the Parent-Teacher Associations that are established at all schools, including nursery schools. Their main task is to help the school in its educational effort. The activities of the P.T.A. may vary. First of all, they include plenary meetings with the parents and class meetings where problems of the education of children are discussed in detail. The association helps to organize children´s visits to various workplaces. Of considerable importance is the parents´ help in improving the nursery school environment. Out of the total population of five-year-olds, approximately 10 per cent children do not attend nursery schools. In the second half of the school year, nursery schools open transfer classes for these children that the children attend usually once a week. It is recommended to organise seminars for the parents of these children to make them acquainted with the principles of the preparation of children for school. Parents´ clubs and methodological letters to parents of children attending neither nursery schools nor transfer classes have a similar aim. All these measures help make nursery schools centres of the education of parents and consultation centres for the preparation of children for school.

232. BRÁZDIL, J.: Rodina a postižené dítě. /The family and the handicapped child./

Děti a my, 11, 1981, No.4, pp.4-5.

The article deals with the problems of the education of a handicapped child in the family. In Czechoslovakia, the total number of handicapped children and young people represents approximately 7 per cent of the population under 18. In the survey period, there are about 80,000 children and adolescents with the need of a complex medical, educational and social care /2 per cent of children born alive/. The handicapped children may be classified in the following way: mental retardation and mental disorders /28.8 %/, chronic diseases /27.3 %/, physical defects and affliction of the motor functions /23.3 %/. 21,000 seriously handicapped children and young people, who live in families, will not be able of social integration at all or only under exceptional conditions and they will be entirely dependent on complex care later. On the worldwide scale, Czechoslovakia achieves favourable results in the medical care for the young population, starting with pregnancy over birth to adolescence. Timely detection of handicapped children by paediatricians and suitable medical and rehabilitation treatment are of considerable importance. A survey made five years ago in the Children's rehabilitation sanatorium in Prague 10 showed that out of the 110 released patients, 49 per cent improved, 13 per cent improved considerably and 18 per cent were adjusted to standard. Sixty per cent of the patients left for facilities for healthy children, 5.8 per cent went to a special nursery school and a special school, 4 per cent were sent to the Social care home for physically handicapped youth and 8 per cent were placed in the Home for uneducable mentally handicapped youth. The author goes on to enumerate forms of help provided to the parents of handicapped children and the social and political measures to help the families with handicapped children. In 1977, the federal government discussed the problems of impaired children in families and laid down principles of care for these children. Urgent problems will have to be faced to increase the quality of care for disabled children and young people.

233. DVOŘÁK, J.: Citově nevyrovnané děti. /Emotionally unbalanced children./

Rodina a škola, 28, 1981, No.1, p.5.

The author makes the parents acquainted with the principles of correct education of emotionally unbalanced children, whose number is steadily increasing. In principle, it is necessary to treat these children calmly, patiently, without any strong emotional pressure and without forcing them into activities. On the contrary, it is desirable to encourage these children and praise them for correct behaviour. Refractoriness, defiance, refusal of obedience should be judged soberly as the child's inability to cope with the demands of its environment.

234. FOSTER, C,C, - MILLER, G.M.: Adolescent pregnancy: a challenge for counsellors.

The Personnel and Guidance Journal, 59, 1980, No.4, pp.236-240.
18 refs.

The paper presents the results of investigations undertaken in the sixties and seventies to examine the reasons, consequences and prevention of adolescent pregnancy and the role of counsellors in dealings with pregnant adolescent mothers. A review is given of qualitative and quantitative changes in the reasons for adolescent pregnancy since 1920 to 1980 /earlier sexual maturity, change in sexual standards, disputes between parents, insufficient education to parenthood and sexual education and no or insufficient knowledge of sexual relations, social pressure, sexual stimulation by means of mass media of communication, lack of self-control and mobility to town areas where some social strata of inhabitants may influence the sexual behaviour of adolescents/. A brief characteristic of the adolescence period is followed by a survey of the results of studies devoted to sexual behaviour in adolescents. Adolescent pregnancy can be characterized as a grave emotional, social, economic and medical problem with a high risk. The emotional and physical demands of pregnancy multiplied by the psychosocial demands of adolescence create traumatic experience in a young girl that does not get sufficient support. In these pregnancies, the mortality rates of mothers below 20 are by 30 per cent higher than those of mothers between 20 and 25 years of age. The mortality rate of the children of these mothers is higher by 30 per cent in comparison with those of mothers aged 20 to 24. Children that are born to adolescent mothers are mostly risk children with inborn defects or prematurely born children, especially due to bad nutrition of adolescent mothers, who keep dieting and do not eat wholesome food. Out of 100 pregnant adolescents, 25 were anaemic and required treatment. From the psychological viewpoint, adolescent mothers had feelings of guilt, insufficient self-confidence, worthlessness, depression, inadequacy, they were dissatisfied with the relations in their families, some showed suicidal tendencies. In 1976, 350 pregnant adolescents were interviewed within the framework of the Furstenberg study. These adolescents were followed for a period of six years. The control group that was selected comprised 301 of their schoolmates, who were not pregnant. The authors present an analysis and summary of results for both groups and give a characteristic of the needs of pregnant adolescents.The role of counsellors and the organization of counselling are of considerable importance for pregnant adolescents. It has been found on the basis of investigations that counsellors should be members of a team covering many branches of science and that they should help and counsel the adolescent girl ever since her pregnancy is confirmed till the post-natal period. It is the main task of the counsellor to help the adolescent girl develop the respective adaptive mechanisms that would help her cope with adolescence and pregnancy at the same time.

235. GRECO, R.: Modello di organizzazione del tirocinio pratico guidato. /Model of organization of guided teaching practice./

Scuola materna, 68, 1980/1981, No.14, pp.909-910.
1 table.

According to the Education Act of 1978, every graduate of the College of Education must, besides passing the examinations, undergo a year of teaching practice that comprises a minimum of 180 days of instruction supplemented by seminars and study attachments totalling 160 hours. The author advances a draft plan of study in the course of the training period, including the links between instruction, study attachments, seminars and the structure of instruction.

236. GRECHANOVA, D.: O roli doshkol'nogo uchrezhdeniya i sem'yi v trudovom vospitaniyi detey. /On the role of preschool facilities and the family in the education of children to work./

Doshkol'noye vospitaniye, 1981, No.5, pp.18-20.

This is a description of experience from a nursery school that educates the children to work in close cooperation with their families. The parents are invited to come to the nursery school and shown there what kind of work the children do in the nursery school, what tools they use and how the tools are stored. Each class organizes talks with the parents on the subject of education to work. The parents have realized the importance of education to work and have started to invite nursery school children to visit their workplaces so as to make the children acquainted with their work /formerly, the initiative was taken by the nursery school teachers/. On the occasion of a parent conference on the work of children in the family, the parents prepared a display of photographs showing the children at work both at school and at home.

237. GÜRTLER, H.: Meine Freunde - deine Freunde unsere Freunde ? /My friends - your friends our friends ?/

Spielen und lernen, 1981, No.1, pp.27-29.

A psychologist gives young married couples advice on what standpoint should be taken to friendships made before the marriage. She explains that a pair relation cannot usually cover completely the human need for social contacts and this is why it is not correct to break all other relations and isolate oneself. Such isolation is not felt as a restriction at first but one of the partners usually breaks it later and a conflict occurs. As a single person mostly cannot fulfil all the wishes and demands of the partner, it is natural that each of the partners has other friends at work or in the pursuit of sports and hobbies. However, such friendships enrich the relations between people only if they are based on a responsible and honest relationship to the life partner.

238. HAMMOND, J.M.: Loss of the family unit: Counseling groups to help kids.

The Personnel and Guidance Journal, 59, 1981, No.6, pp.392-394.

The loss of one of the parents due to divorce means a crisis in every family. Pain and injustice are felt even in those families where the divorce was the only solution and had a positive impact on their lives. Especially the initial period after the divorce is very critical for children; the separation from one of the parents, change of everyday life and the feeling of not being a part of a perfect family any more - all this means stress for the child. Nowadays, a divorce falls to every third new

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marriage. According to a prognosis, 45 per cent of children born in 1978 will live with only one of their parents before they are 18. What is the effect of a divorce on the child's development ?
The author compared, for five years, primary school children whose parents were divorced. The results showed no significant differences in school performance or behaviour and self-image. Group counseling may help children of divorced parents. A counselling group may comprise 6 to 10 children /boys and girls, or only girls and boys if there is tension between the sexes/ whose parents intend to divorce or are divorced. Prior to a group meeting, the counsellor talks with each member of the group individually and makes him or her acquainted with the programme. The author goes on to give a brief characteristic of the aims of group counselling and enumerates activities that the group may engage in. The presented model programme for such groups includes the house where the family lives, attitudes to divorce, the role of step-parents and attitudes to them, ideal relationships in marriage, role playing, bibliotherapy /reading books on divorces and talks about them/, group solving of problems, decision making, developping communication skills and self-confidence. This model of group counselling gives the children an opportunity of sharing feelings,interests and skills and coping with the changed situation in the family.Thanks to the help of the group, children learn to accept and solve situations in the family in a positive way and to be well-prepared to face other crises in life as well.

239. HEPKE, E.: Společenská funkce mateřské školy a její spolupráce s rodinou v NDR. /The social function of the nursery school and its cooperation with the family in the GDR./

Predškolská výchova, 35, 1980/1981, No.5, pp.26-27. 1 ref.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. The changes connected with the employment of women have a considerable impact on the shaping of the family and influence the educational climate positively; the cultural and moral level of families grows. This creates prerequisites for the education of children by both parents. At present, more than 95 per cent of parents send their children to nursery schools. The Academy of Educational Science has published methodological aids for parent-teacher associations at nursery schools so as to improve the cooperation between the nursery school and the family. The aids focus on the selection of topics and on work with the parents. They present recommended literature and suggestions for cooperation. It has been observed that personal contact, quick reactions to the parents' wishes and requirements in the education of children are most effective. Good results are achieved in differentiated work with the individual groups of parents /e.g., large families, single-parent families/. The cooperation between the nursery school and the family is a subject of instruction in continuation in-service courses of teachers.

240. HOUGH, R.A. - STEVENS, J.H.: Social networks as supports for parenting.

Young Children, 36, 1981, No.3, pp.50-60.
1 fig., 35 refs.

This is a survey of urgent measures in the sphere of help to families with children. They include measures in the social, material and emotional spheres, securing the necessary sources of information and professional training of teachers at all levels as these come into contact with young parents at most. A detailed list of literature concerned with these problems is given.

241. ILIVACHINA, N.: Pedagogicheskoe prosveshtcheniye roditeley. /The education of parents./

Doshkol'noye vospitaniye, 1981, No.3, pp.25-27.

The headmistress of an early childhood facility describes some forms of work with the parents tried with good results. Subject-oriented evenings are one of the successful forms. Some of these evenings were devoted to the preparation of children for school. A doctor and a teacher came to one of these evenings, another evenings was devoted to a talk with a policeman, who talked of the causes of trafic accidents involving children and the possibilities of their prevention. He

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recommended plays for training children in correct crossing of streets. Sometimes evenings of questions and answers are organised. Parents are asked in advance to pass to the teachers in writing their questions concerning the education of children. In the first part of the evening, parents' questions are answered by the teachers, a doctor and a music teacher. In the second half, parents answer the teachers' questions. "Ogon'ki" differ from other forms of the education of parents to the effect that the parents are, first of all, present during the children's occupation. Then the teachers explain the main aims of the occupation and ways of achieving them. All these forms have contributed to an increased parental interest in problems of education - parents examine materials displayed on notice boards for them, they are interested in educational literature and help the nursery school actively.

242. IVANOVA, V.: O svyazi detskogo sada s semyey.
/Contact between the nursery school and the family./
Doshkolnoye vospitaniye, 1981. No.1. pp. 31-34./

Experience of nursery school teachers who sent letters to parents regularly once a week during nursery school stay in the fresh air. The letters informed the parents of the children's health, what the children occupied themselves with, with whom they played, what were their preferences. The teachers tried to express the individuality of each child in their letters. The letters written to children by their parents showed that not everyone understood his child's inner world; the teachers could judge the parents' educational abilities from their letters.

243. JOHNOVÁ, H.: Kolébače a kolébky. /Swings and cradles./

Umění a řemesla, 1981, No.4, pp.36-39, p. 68.
9 photographs.

The authoress discusses the development of cradles for newly born babies and analyses typical examples to show their characteristic elements and ornaments. She mentions in her article that the view held until recently that rocking or nursing the baby or any physical contact with it is unhealthy has been overcome from the viewpoint of the whole historical development as well as from the viewpoint of modern psychology.

244. KELLY, F.J.: Guiding groups of parents of young children.

Young Children, 16, 1981, No.1, pp.28-32.
1 fig., 11 refs.

The authoress describes the work of parent groups intended to strengthen the links between the parents and their children and to give the parents knowledge necessary for correct educational treatment. Participation in these discussion groups is voluntary, the discussion is open. The group leader, who plays the role of the teacher, acts as an informant and a psychotherapist and the child's interest should be decisive for his or her work. Topics that are suitable for discussion at parents'meetings include problems of health, the child's daily regime, bad habits, chronic problems, preparation for school and others.

245. KREKELER, H.: Wo die Liebe hinfällt. /Where love diminishes./

Spielen und lernen, 1981, No.3, pp.32-35.

The authoress explains to young parents that their partnership is not given once and for all, that it requires constant effort to improve oneself. Even today most young people marry rather an idealized image of their partner than the person he or she really is and this is why they feel mostly disillusioned and disappointed after a certain period. The reason is not "lost love" but rather insufficient knowledge of the partner, lack of understanding and tolerance for his human weaknesses. This is often accompanied by indolence and unwillingness to change as required by the new life situation.

246. KRUPKOVÁ, J.: Obyčeje a zvyky při narození dítěte. /Customs and usages connected with childbirth./

Umění a řemesla, 1981, No.4, pp.9-11.

The authoress discusses folk traditions connected with childbirth and analyzes the symbolism of christening medals that were quite popular especially in the last century.

247. KURBATOVA, R.: Rebenok, detskiy sad, semya. /The child, the nursery school and the family./

Semyia i shkola, 1981, No.1, pp.13-16.
1 photograph.

Preschool facilities are attended by more than 15 million children in the Soviet Union. Success in the education of these children is conditioned by the cooperation with the family. The child's personality cannot be adjusted to a single model. Each child is given individual psychophysiological peculiarities, inclinations and interests.
The authoress explains the individual components of education and shows the parents what they should

concentrate on. In the physical training, movement is a physiological need of the child. Children are tired rather by lack of movement than by its excess. In moral education, it is necessary to count with the effectivity of examples set by adults in the child's environment. Aesthetic education should help in the moral development of the child. As regards preparation for school, it is not correct to overwhelm the children with a lot of knowledge. It is far more important to form important personal qualities and skills in the children. The education both in the family and in preschool facilities should adhere to the important educational principle that one should not educate in general but with respect to the specific child; one should make allowances for its living conditions, qualities, experience. Nursery school should set an example of correct education for the family and help the family solve the problems of family education. The education of children requires complex approach and cooperation between educational facilities, the family and the public.

248. LEAVITT, J.E.: Helping abused and neglected children. Childhood Education, 57, 1981, No.5, pp.267-270.
2 refs.

Almost two million U.S. children are neglected and abused. More than two thousand of them die every year. Statistics show that one in ten children is abused physically, neglected, molested or tormented psychically. The law says that teachers are responsible for any harm done to the child and not reported by them. They must notify the headmaster or the inspector of any abuse or harm. The author defines abuse and harm and gives characteristics of the degree of bodily harm and its marks. He gives a characteristic of people who are responsible for harming or abusing children. These are mostly people from lower income groups with various social problems /lack of self-confidence, alcoholism, drugs, immaturity, irresponsibility, depressions/. Nearly 80 p.c. people that harm and abuse children come from families that suffered from the same problems. How can the children and the parents be helped ? The teacher has a special role and he has considerable moral and legal responsibility for reporting the dismal situation in the child's family to the respective authorities if the child's life is in serious danger. If the problems are of a less serious character, it is the teacher's duty to give help directly or through the headmaster, the school nurse and the welfare worker. In cases of serious breach of discipline, the teacher can help both the child and the parents to develop a better relationship between them and he can offer the parents alternative ways of keeping the discipline. If the children appear neglected /dirt, bad hygiene, malnutrition/, the teacher organises group meetings of parents and gives them advice individually. If the child is in psychic stress, the teacher and educational workers help directly, primarily by educating the parents /decency, considerateness, tact, patience and concern for the child/.The parents must understand that every child needs good everyday care in the family, that they must spend a part of their leisure with their child. The teacher helps the children to develop their self-confidence, to find their place in the class and become members of the class collective. Good self-confidence helps the child to face even the gravest situations in life.

249. NORDHOFF, I.: Das Jüngste - das ewige Kind ?
/The youngest one - a child forever ?/
Spielen und lernen, 1981, No.4, pp.8-14.
5 photographs.

The authoress contemplates the position of the youngest child in the family. She analyses psychological studies dealing with family constellation and shows the advantages and disadvantages of being the youngest child. The advantage is a certain security and confidence in the help of the elder brothers and sisters. The disadvantage is a certain egotism as the elder brothers and sisters must usually give in, dependence and inconsistency /the elder brother or sister finishes the work in the end and does it better/. The youngest children are sometimes delayed in their development and they remain in the family's care longer than necessary. The position of the youngest child is probably of a really specific character; this can be seen even in fairy tales where usually the third and youngest child brings dramatic action. This is how the complex of the youngest child is overcome symbolically.

250. NOVÁK, T.: Nad jednou anketou. /Over a public enquiry./

Predškolská výchova, 35, 1980/1981, No.11, pp.11 and 13.

This is information on a public enquiry that covered 275 parents from two Prague districts and was aimed at ascertaining whether parents had books on the education of preschool children. Only 30 per cent of parents stated that they had a book like that. It can be deduced from the enquiry that approximately three-fourths of the population tend to apply their own views in raising their children, without confronting them with contemporary education and psychology. Nursery schools where the public enquiry took place have their own libraries with professional literature, they offer books to parents, organize displays and keep the parents informed of new publications. The parents often refuse voluminous publications as they feel they do not have enough time for them. When recommendations of special literature are combined with a brief and pithy lecture at the P.T.A. meeting, parents show increased interest.

251. OSTROVSKAYA, L. - RUBTSOVA, M.: Otsy i detyi. /Fathers and children./

Semya i shkola, 1981, No.7, pp.28-30.
1 photograph.

The effect of the father on his child is an important part of family education. Nursery school teachers help fathers to apply their influence successfully. A number of examples is given.

252. PLZÁK, M. - FRÝBOVÁ, Z.: Chování dítěte v rozvodové situaci. /The child's behaviour in a divorce situation./

Děti a my, 11, 1981, No.4, pp.13-15. Cont. 1.
4 photographs.

The authors give characteristics of cases of pathological family relations when both parents try to indoctrinate their child after a divorce. Such treatment of the child is illegal, the parents thus commit a criminal offence by abusing their child. If there is an underage child in the family, the father or mother should leave only in case their partner is found defective. This can be diagnosed only by a psychiatrist either in his consulting room or in a marriage guidance counselling centre. The psychiatrist should be consulted by anyone who has real doubts of the mental health of his or her partner. An analysis is given of cases when one of the partners wants to divorce. Studies have shown that a person with a normal and unproblematic partner does not break the home if he or she falles in love with someone else; the love affair is considered rather as a marginal episode that should not endanger the family. Only a considerably immature person leaves a normal and unproblematic partner and behaves to the children in the same way. If a woman leaves her family the situation is different than the case when a man leaves. A pedantic or immature man has a special position in a diverce situation and his negative behaviour affects the health of the wife and the child. An analysis is given of the mother's behaviour in a divorce situation and its effect on the child. The doctor plays a special role as he has the right to determine a diagnosis that justifies a divorce even in families with underage children.

253. PLZÁK, M.: Netradiční manželství./Untraditional marriages./

Děti a my, 11, 1981, No.1, pp.8-10. Cont.
3 photographs.

A characteristic is given of the individual types of marriages and their function in present-day modern society. The individual types include traditional marriages, moddrn traditional marriages and modern untraditional ones. The modern untraditional ones include: a/ weekend marriages /the husband stays away from home five days a week/; b/ marriages of alternate shifts; c/ sailor marriages /the husband stays away from home for long periods/. Most people think such marriages are badly endangered. Studies show, however, that the opposite is true /the husband and wife are rare for each other, they look forward to seeing each other, they use the time spent together positively, joy and delight prevail in their relationship/. The individual types of untraditional marriages are analyzed and the advantages and disadvantages of these types of marriages are characterized; their impact on the education of children in the family is described.

254. POMPOVÁ, L.: Zlost, vztek, vzdor. /Anger, rage, defiance./

Rodina a škola, 28, 1981, No.10, p.3.

The article makes the parents familiar with the causes of negativism in the preschool period and with a number of influences that strengthen this refractoriness. Further, parents are given advice on what attitude they should take to their own child if they do not want this negativism, which is quite common and occurs between two and four years of age, to persist in the following years as well.

255. PRZADKA, J.: Pedagogická kultúra medzi rodičmi.
/Educational culture among parents./
Predškolská výchova, 15, 1980/1981, No.5, p.31.

The organization and control of educational work in Polish nursery schools is based on the prerequisite that the child's achievement at school and its harmonious development are conditioned by the extent in which its psychophysical needs are satisfied, by the atmosphere in which the child is raised at home and in the nursery school. The headmistress organizes a meeting with the parents after the enrolment of the children to nursery school. She makes the parents acquainted with the aims, tasks and contents of preschool education, forms and methods of work and the cooperation between the nursery school and the parents. She gives them instructions on how to prepare their child for the nursery school. It is the aim of this meeting to start a systematic cooperation between the nursery school and the parents and to make the parents feel joint responsibility for the education of their children. Each nursery school makes an analysis of the family conditions and uses the analysis as a basis for the elaboration of a yearly plan of cooperation with the parents. A parents' committee is elected at the first meeting. Its competence and sphere of action are laid down in a decree of the Ministry of Education. Yearly meetings of the chairmen of parents' committees of all educational facilities are organized in many regions. The participants discuss topical problems connected with the education of children.

256. RACKOVÁ, H.: Spolupráce s rodinou. /Cooperation with the family./

Predškolská výchova, 35, 1980/1981, No.11, pp.25-26.

Before starting purposeful cooperation with the family, the nursery school should find out the structure of each individual family and the position of the child in it. The teachers pay special attention to families where they were treated with mistrust at first. Visits to families proved successful as they enabled the teachers to discuss all problems with the parents. P.T.A. meetings are supplemented with demonstrations of work with the children. The teachers explain what is the aim, what the nursery school wants to achieve with the children. The parents may borrow professional literature and they are recommended magazines for parents and children. Parents participate in preparations for celebrations and important anniversaries.

257. SCHOYER, N.L.: Divorce and the preschool child.

Childhood Education, 57, 1980, No.1, pp.2-7.
1 photograph, 13 refs.

The article deals with the problems of approach to a preschool child from a divorced family, with the importance of special education for nursery school teachers and the necessity of supplementing educational programmes for nursery school teachers by these problems. Statistics show that, out of ten American marriages, almost four end in a divorce. It is necessary to study the negative effect of the divorce on the psychic condition and development of a preschool child. The child must cope with many loses /loss of the feeling of security, of the family unity, loss of the influence of one parent on the development of its personality/. The other parent shows a conspicuous change in behaviour /the mother must go to work, she is overtaxed, disappointed/ and the child is confused by this change. Children of both sexes suffer by the loss of the model of the father role. Changes in the self-concept or loss of self-confidence bring other problems as well: 1. in the emotional respect, the identification process of the child is disturbed /the child often idealizes one of the parents and refuses the other one/; 2. in the cognitive respect /the child suffers an unrealistic feeling of blame or responsibility for the divorce/; 3. in the moral respect /the child fears it will be also led away/. Young children tend to consider laws and rules as absolute - thus if their parents may get divorced they presume that the same applies to them. A divorce of the parents means the same as their death for the child. Thus, what the child must cope with is: 1. it must accept the reality of loss; 2. it must realize that the previous relationship to both parents is over /it must understand new roles and relationships arising from the divorce/; 3. it must be allowed to express fully the feelings that accompany the loss /anger, love, anxiety, sadness, helplessness and blame/. Defensive reactions of preschool children include regression, identification with the missing parent, internalisation. A study was conducted to investigate children's behaviour after divorce in the school environment. These children do not joint the play and they show inability of creative play, they attack children of the same age aggressively /they bite, kick and hurt/. The teachers and parents should give care to these children. It is necessary to create a stimulative environment for such children. Out of sixty families, eighty per cent of parents do not know how to tell the child the truth of the divorce. The teacher may help both the parents and the child /visits to the family, choice of suitable literature, counselling/. The parents should discuss their feelings with their child after the divorce, they should help the child to express all its feelings. The teacher must cooperate with the child effectively and show the child that it is not alone, that others must cope with the same problem as well.

258. SLAVOVÁ, R.: Vzájemné působení mateřské školy, rodiny a sociálního prostředí v Bulharsku. /The interaction of nursery school, family and social environment in Bulgaria./

Predškolská výchova, 35, 1980/1981, No.6, pp.27-29.
1 fig.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. The material welfare and increasing education of the parents create favourable conditions for family education. The nursery school is competent for helping the parents improve as educators. The teacher can educate correctly only if she knows well the conditions of the education of children in families. This is why visits to families prove useful. The parents' visits to nursery school may be daily, occasional or they are organised specially. The parents may follow the educatory procedure on "days of the open door". Educational corners that are created in nursery schools display special literature for the parents and give them the possibility of consultations with the teachers. Bulgarian TV has introduced a cycle of educational talks for parents. There are also counselling centres for educational problems. Problems of cooperation between the nursery school, the family and the society are the subject of research studies. Special attention is paid to the sphere of family education, to comprehensive study of the effects of public preschool education and its reflection on family education.

259. SMAŽÍK, A.: Výchova postižených. /Raising a handicapped child./

Rodina a škola, 28, 1981, No.1, p.3.

The article gives advice to parents on how to raise a handicapped child. The parents should not pity the handicapped child and remove all obstacles from its path, they should not isolate it from other children. On the contrary, it is in keeping with the requirements of doctors, psychologists and special educationalists that they should choose such educative procedures which could enable the child to cope with its situation and learn to face life, work and other situations with respect to the existing reality.

266. ŠVEJCAR, J.: Narození v současné společnosti. /Childbirth in the present-day society./

Umění a řemesla, 1961, No.4, p.5.

The foremost Czechoslovak paediatrician discusses the conditions in which the present-day child is given birth and he states that medicine has progressed considerably and decreased the danger to the mother's and the baby's lives to a minimum. At the same time, he stresses the importance of the initial immediate contact of the mother with her child as it helps to create the psychical link. Modern society has separated the child from its mother in the afterbirth period for hygienic reasons but this can be considered incorrect from the viewpoint of contemporary science. This is why he recommends accelerated return to the conditions that are most natural for the full development of motherly feeling in the woman.

261. WEISSMAN, S. - MONTGOMERY, G.: Techniques for group family enrichment.

The Personnel Guidance Journal, 59, 1980, No.2, pp. 113-116.
8 refs.

The article reviews the problems of reorganising programmes of parent education as many of them do not correspond to the present-day need for effective and adequate education. Most of the programmes concentrate on the need of change in parents and not on the wish of the whole family to conform to each other. Some programmes provide counselling and help only to parents, others are concerned with improving the communication and relieving the conflicts. Some models stress work with the whole family, but only with a single one at a given time. Modernized programme models take over the practices of the preceding ones but they enrich them, moreover, by the participation of several families, they enable the children and the parents to develop mutual skills and they use feedback in applying techniques of creating educational skills in parents and children. An example is given of practical use of the model in a family. Practical use of the programme is described and analysed. Parents need to have a better understanding of their role and an opportunity of learning new ways of enriching the family life. Although the approach to family life enrichment by group meeting of several families in solving common problems is comparatively new, it brings a number of positive results.

4.2 Personality of educator

262. Aktivnuyu zhiznennuyu pozitsiyu - kazhdomu vospitatelyu. /An active attitude to life is necessary for every educator./

Doshkolnoye vospitaniye, 1981, No.1, pp.2-5.

In the last ten years, preschool facilities have been established for five million children. They are located in new buildings with gymnasiums, music rooms, swimming pools and winter gardens. Preschool facilities are attended by more than fifteen million children. High demands on the standard of the education of children necessitate an active attitude of early childhood teachers to their work. The basis of this attitude is devotion to the cause of the nation and the party, high social activity, work for the welfare of the society, professionality, professional preparedness, irreconcilability with anything that slows down progress. The movement "From a creatively working individual towards creative work of the whole collective" develops gradually. Good results were achieved in a check of the care for the children's health and improvement of living conditions in preschool facilities.

263. BENNINGHOVEN, C.: Eine unmöglich Mutter. /An impossible mother./

Spielen und lernen, 1981, No.10, pp.18-20.

In this polemic article, the authoress confesses openly to her feeling of inability to cope with everyday problems in raising her three-year-old son. She describes everyday discrepancies between her effort and its results, her feelings of blame, situations when she loses control over herself and weeps helplessly. She tries to find an answer for her problems and to find out whether the core of the problem lies in her ignorance or her personal inability. It can be expected that this frank analysis of her situation may also help the authoress, although special therapy will probably be needed for a longer period to solve her problem.

264. FROLOVA, O.: Sovety i pozhelaniya veterana truda. /Some advice and wishes of a veteran of labour./

Doshkolnoye vospitaniye, 1981, No.1, pp.34-36.

O.A. Frolova started to work as a teacher of the first nursery school in Ivanovo in 1917. Gradually she worked as headmistress, instructor, teacher at a teacher training college. She worked for her post-graduate degree in the 30s, then she became head of the town methodological board, later she worked as an inspector at the ministry of public education of the Russian Soviet Federative Socialist Republic and afterwards she lectured on preschool education at a teacher training college. She turns to young teachers in her article. She stresses the necessity to develop in them love for their profession and an endeavour to carry on learning. A teacher must set an example in all respects. She gives headmistresses advice on how to introduce new teachers to practice. She points out that a teacher should possess equanimity, a considerate attitude to children and respect for their personalities.

265. GALLER, B.: Providing CDA training with interactive model.

Young Children, 36, 1981, No.3, pp.25-32.
1 table, 2 figs., 3 refs.

The authoress describes experience gained in the training of day care teachers according to a CDA programme based on an interactive model of all components of the educational process. The initial self-appraisal of the trainee, which she considers to be an important part, becomes the starting point of personalized teacher training. The following phase is observation of children and independent educational intervention and, finally, the third important part of the training is formed by discussions in trainee groups where the trainees analyze and evaluate their experience.

266. **HORŇÁKOVÁ, M.**: Budovanie vzťahu medzi učiteľkou a dieťaťom. /Forming the teacher-child relationship./

Predškolská výchova, 35, 1980/1981, No.11, pp.2-5.

Positive emotional links are a prerequisite for a preschooler for its acceptance of educational stimuli. The quality of the relationship between the nursery school teacher and the child influences considerably the results of the teacher´s educational and didactic work. Other children play an important role in forming the correct relationship to the teacher. They serve as models, while simultaneously creating the necessary social atmosphere. This is why it is useful if the parents let their child get acquainted with other children of the same age group even before it comes to nursery school. If the teacher punishes the child, she should not forget to show confidence and belief in the child´s good intent. The teacher explains what error the child has committed and how it should behave in the future. The nursery school teacher is a creator of relationships, not their receiver. Optimum teacher-child relations prove the quality of the teacher´s work and her personality.

267. **LIMAN, T.P.**: Otnosheniye vospitatelya k detyam kak faktor formirovaniya lichnosti doshkolnika. /The teacher´s relationship to children as a factor of forming the personality of the preschool child./

Sovetskaya pedagogika, 1981, No.2, pp.70-77.

The following types of teacher-child relationships have been discovered: actively positive, passively positive, situational, actively negative, passively negative. A study conducted by the sociometric method showed that teachers /even the most experienced ones/ knew very little of the relations among children. A programme of the optimalization of relations among children was prepared.

268. Les pères à la maternelle. /Fathers in the nursery school./

L'éducation enfantine, 1981, No.9, pp.31-32.

The role of the father in the life of his child and his relation to nursery school is discussed. Nursery school with the prevalent child-teacher relationship must approach the father - nursery school - child relationship sensitively; this is especially difficult as nursery schools are staffed with women only. Voices calling for the integration of male teachers into elementary classes can be heard at present with increasing frequency.

269. POUR, B.H.: Who speaks for teachers ?

Childhood Education, 57, 1981, No.5, pp.258-261.
2 refs.

The problems of the teaching profession in the present-day U.S. society are discussed in the article. Several years ago, the International Association for Preschool

Education started promoting programs for children and followed their effectivity. Simultaneously, the association admitted that teachers should be enabled to work with the children effectively. The ability to teach effectively is an art and a science. It requires not only good educational abilities, but also the ability to treat the children sensitively. Nowadays, however, school has become a cheerless place where the children solve unimportant tasks, the teachers are overtaxed with unreasonable curriculum requirements and they become victims of irrelevant test schemes. Qualified as well as unqualified teachers live in confusion on the verge of schizophrenia. Considerable problems arise from the different approaches to teacher training at colleges and universities and the completely different conditions in which new teachers start their practice. The system of education has passed through immense changes since 1965 but these changes are not positive. Programmed instruction, personalized instruction plans, responsibility for testing preschool children, depersonalized instruction - all this has demoralized teachers, schools and children alike. How can the teachers be helped to cope with these changes and keep their professional integrity? Many nursery schools lack the necessary facilities for the development of rough motor scheme formation and for dramatic play. As a result of the lack of suitable materials for creative activity, some children spend five and a half hours daily in complete silence- often without relaxation. The child has the opportunity of spending 2 to 5 hours a week with a specialist who has often no possibility of helping the child as his day is apportioned for work with many children in too short a time. As a result of this, children aged 4, 5 and 17 show decreased language level and limited reading ability.

Suggestions for a study of the level of education, abilities and productivity in twelve-year-olds, who were four years old in 1965, are presented. It is necessary to investigate the effectivity of federally promoted programs. Why do so many programs contain instruction systems that do not offer adequate concrete experience, that do not provide for extensive motor activities and an opportunity of independent choice and interaction in the play with children of the same age group - in a word all that contributes to smooth verbal expression and a deeper stage of mental health and the creation of concepts ? Most teachers reject tests, they want to help the children to rely on their own strength and will, to improve their ability of solving problems as this enables them to develop specific skills on a higher cognitive level. Teachers often leave teaching practice due to frustrations, physical and emotional exhaustion. How can this be prevented ? It will be necessary to put forward and support financially high-quality state programs of preschool education that will be carried out by well-prepared teachers and administered by specialists to achieve their increased effectivity. These specialists will not only replace former headmasters, who cared for the paperwork and the interpretation of tests. Reorganizing preschool education means raising and teaching children as children, not as small adults. Such education enslaves the thinking. It is necessary to resume old traditions in preschool education, to create such instructions for the preparation of the curriculum that will respect man's development. The training of early childhood teachers should be improved as these teachers are capable of raising happy children that will learn well and become successful productive individuals in maturity.

270. ROBINSON, B.E.: Changing views on male early childhood teachers.

Young Children, 36, 1981, No.5, pp.27-32.
3 figs., 40 refs.

The author deals with the evolution of views on the position of male teachers in early childhood education and he states that while in 1947 male teachers were almost forbidden access to educational facilities for very young children and for preschoolers, the 70s witnessed a categorical demand for the integration of men into the process of education. The reasons include: protection against one-sidedly feminized environment, balance of emotional atmosphere in class with respect to boys, the need of a masculine ideal, prevention of juvenile delinquency as well as deeper professionalization of the teaching profession at this level. A survey of authors dealing with this problem is given.

271. **ROBINSON, B,E. - SKEEN, P. - FLAKE-HOBSON, C.:**
Sex-role contributions of male teachers in early education settings.
Childhood Education, 57, 1980, No.1, pp.33-35, 38-40.
20 refs.

The role of male teachers in preschool education has been studied since 1940 but a scientific study of the sex-role contributions of male teachers for preschool and school education was not conducted until 1970. This research survey analyzes in detail some major research studies dealing with the influence of male teachers on the educational setting in the nursery school and explaining the difference from that of female teachers in early education setting. In the first group of research studies, the effects of model behaviour of male teachers were rated indirectly through measuring the behaviour of children. Madson's experimental study /1968/ investigated the model value of male teachers for nursery school children. Sciarra's research study conducted in 1970 was concerned with the effects of introducing male role models in a nursery school class on the behaviour of unsuccessful children, especially boys. The expected results were not observed. Another research study tested directly the logic of employing male nursery school teachers in opposition to feminization trends for a period of one year /1971/. The class that offered materials for socio-dramatic play, arts and music, was defined as a typically "feminine" one. The class where experiments, mechanical activities, competitive plays and physical training were stressed was defined as a typically "male" environment. No significant differences were discovered in the comparison of the two survey groups. A survey of twenty male teachers and twenty female teachers showed that only 30 p.c. men remained in the original profession in the same position, the others left for financial reasons.Teacher behaviour was also evaluated. In the second group of research studies, the behaviour of male and female teachers was assessed on the basis of direct observation. Etangh's study of 1975 investigated sex differences in play preferences of two-year-olds to determine the degree in which the teachers strengthen typical sex behaviour in girls. Both male and female teachers tend to favour female behaviour in girls as well as in boys. Other significant research studies were also analysed and their results compared. The studies showed that male teachers should influence the children's behaviour for a sufficiently long period /stable models of the male role/, that the level of experience is more important than the sex of the teacher in the interpretation of a sex-depending behaviour models. The child's development in the course of preschool education and its experience in relation to occupation - these are important factors for the elimination of the stereotype. Studies showed that men with marked masculine features and women with masculine features felt unsatisfied when they had to care for preschool children. Therefore, it will be necessary to stress the balance of both sexes in nursery school teachers.

4.2.1 Education of educators

272. AGAZZI, A.: *Al bivio educatori dell´ infanzia e della fanciulezza.* /Educational crossroads in the education of very young and young children./

Scuola materna, 68, 1981, No.16, pp.1021-1022.

Problems of training the teachers for nursery schools and lower grades of primary schools in Italy are discussed in the article. The existing system of three-year teacher training schools /Scuola magistrale/ for nursery school teachers and four-year teacher training institutes /Instituto magistrale/ for teachers in primary school grades is obviously unsatisfactory and its reform has been under discussion since the end of the 50s. The problem is connected with the proposed reform of secondary education, especially with the abolition of special vocational schools and the introduction of a uniform general secondary school with various internal specializations, including the teaching specialization.

273. BASSO, A.:*Chi fa l´educatrice ?* /Who becomes teacher ?/

Scuola materna, 68, 1981, No.13, pp.841-843.
1 table.

A sociological survey was made of a sample group of

365 students of the teacher training school in Lombardy; it covered their origin, the financial circumstances and education of their parents, reasons for their decision for the teaching profession, psychical and cultural characteristics of the students etc. It appears /although premature generalization should be avoided/ that girls from farmer and worker families with parents with basic or lower education prevail significantly; their enrolment at the teacher training school is an expression of the striving of these groups of population for higher education. The study they have chosen is comparatively short, it does not require keen competition and difficult tests when they start their teaching practice.

274. BERKOVÁ , M.: Výchova a vzdělávání pracovnic zvláštních dětských zařízení. /The education of workers of special child care facilities./

Zdravotnická pracovnice, 31, 1981, No.3, pp.141-145.

Decree No. 72/1971 of the ministry of health concerns the post-G.C.E. study for nurses working in crèches and infant homes for infants up to the age of three. The study is stipulated as a prerequisite for the post of the head nurse. It is aimed at giving the students such scope of social science, organizational and management knowledge that would enable them to guide professionally and educate their subordinates, to run and coordinate the operation of the facility in a way enabling all-round, good-quality care for the children and their education. The study is organized by the institute for the training of paramedical staff and by six vocational schools for nurses in various regions under the guidance of the institute.

275. BĚLINOVÁ, L. - KUNCOVÁ, H.: Sovětský svaz pomáhá při studiu předškolní výchovy. (The Soviet Union helps in the study of preschool education./

Predškolská výchova, 35, 1980/1981, No.7, pp.24-25.
1 photograph.

This is information on the five-year university study of preschool education in the USSR. Education and psychology are the major subjects. Other subjects include philosophy, logic, literature /both children's and world literature/, history of the CPSU, mathemathics, political economy, anatomy and physiology, hygiene and paediatrics and the respective methodologies. The study is supplemented with practical training in crèches and nursery schools; in the 5th year, the students spend half a year at a secondary teacher training school to gain practice. Regional national committees get information on the possibility of university study of preschool education in the USSR and they can invite teacher training schools to recommend their students for the study. The number of students accepted for study differs each year according to the possibilities of the host country.

276. BJELOVÁ, M.: Prehlbovanie ďalšieho vzdelávania.
/Intensifying further education./

Predškolská výchova, 35, 1980/1981, No.9, pp.18-19.
1 photograph.

The project of the further development of the Czechoslovak system of education characterises teacher training as an open dynamic system that makes it possible for the teachers to increase the level of their educational work in life-long training.
The following forms of teacher training apply to preschool education: 1. Introduction to practice. - This is individual and purposeful in-service training of the beginning qualified teacher that helps her to overcome the initial difficulties in the first year of practice. 2. Post-G.C.E. study. - It is aimed at increasing and improving the political maturity of the teachers, at supplementing their educational, psychological, methodological and professional preparation. It concentrates on selected problems of marxism-leninism, psychology, methodology and administration of preschool facilities and educational practice. The study has been organized by secondary teacher training schools since 1981. Teachers may send in their applications after 6 to 8 years of service. It is concluded by a final examination.
3. Specialization study. - It is aimed at preparing teachers for various kinds of demanding educational activities. Not opened for early childhood education yet. 4. Continuous functional and cyclic study. - This takes the form of seminars, courses, methodological days at district, regional and national level in Slovakia. It is aimed at improving the preparation of

teachers in the sphere of methods and forms of work, especially in relation to the means of education and new knowledge in educational psychology. The study covers the following spheres: planning and evaluating educational work, daily programme from the viewpoint of the child's mental hygiene, play and learning, influence of the teacher on the child and forms of the mutual contact, linking the work of nursery school and of the first grade of the primary school. The system of further education includes also functional study and cyclic preparation of senior grades and cadre reserves. This study is organized by regional teacher training colleges and the Central institute for teacher training. Uniform methodological action is secured in the realization of the system of further education in Slovakia by the special commission for preschool education at the Central institute for further education of teachers. From the viewpoint of concerted action in the realization of the whole system of further education in Czechoslovakia, this commission cooperates with the workers of the Central institute of educational workers in Prague.

277. BOGDANOVIČ, L.: Povysheniye masterstva pedagoga.
/Increasing the teacher's mastership./

Doshkolnoye vospitaniye, 1981, No.2, pp.65-67.

The music teacher training college is in permanent contact with its former students. It follows their work and finds in what spheres they meet with

difficulties. The commission for education, psychology and methodology of music education helps in organizing further education of music teachers. It participated with the House of educational workers and the city methodological board in organizing a seminar on the independent music activities of four- to seven-year-olds. Further, a three-year cycle was organized for music teachers. It was aimed at increasing the theoretical knowledge of singing and listening to music. It included theoretical lessons and introduction to nursery school practice.
The lessons covered the history of music, Russian folk music, classical and Soviet music, contemporary vocal school and methodology of listening to music and singing. Some lessons were supplemented with displays of didactic aids, new methodological literature etc. The cycle was concentrated on movements accompanied by music in the second year and on planning the work and getting acquainted with various forms and ways of music activities outside occupation in the third year.

278. FERENCOVÁ, T.: Príprava učiteliek z hĺadiska úrovne spoločenského rozvoja v Maďarsku. /Teacher training from the viewpoint of the level of social development in Hungary./

Predškolská výchova, 35, 1980/1981, No.5, pp.28-30.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. In 1959, the law on university-level education of early childhood teachers after completing secondary education and passing the G.C.E. was adopted. The study takes two years but its prolongation is desirable. Twenty years of practice show that the decision was correct. The level of teacher training increases and thus the teachers may use their knowledge for influencing the education of the children in the family. A survey conducted in six regions showed that 80 p.c. of those asked considered university-level training of teachers as necessary. The rapid development of preschool facilities accompanied by increased demand for teachers made it necessary to adopt the decision that instructors and teachers could also study at specialised secondary schools, besides the existing university study. Those applying for university study are primarily girls with completed secondary education /75 p.c./ with medium or good marks in the G.C.E. The other have finished secondary vocational schools. Many of them have no clear idea of their future profession. Entrance requirements are being prepared at present. Better selection will be secured by increased demands on the knowledge of science.

279. FILIMONOVA, R.: O formach raboty s pedagogicheskimi kadrami po organizatsiyi igrovoy deyatelnosti detey. /Forms of work with the educational workers in organizing children´s plays./

Doshkolnoye vospitaniye, 1981, No.10, pp.27-30.

Experience from the Kirghiz town of Tokmak where it was found that the moral education of children did not reach the desirable level. Play as basic children´s activity was used to obtain a remedy. To increase the theoretical knowledge of play, seminars were organized and differentiated for the individual categories of preschool teachers. Schools with the best results were chosen to supplement the theoretical knowledge. There, selected headmistresses made the participants acquainted with the style of work of the respective facilities and their work was analyzed in the discussion that followed. Circulating albums devoted to moral education proved suitable. In the albums, selected nursery schools described their system of work and used photographs, records of occupation, notes and plans of work. The town methodologist, together with activists, prepared quarterly circulation volumes that contained annotations of educational literature, lists of new literature and methodological recommendations for moral education. The results of the work were made public at the town conference.

280. La formazione del personale insegnante. /Forming the teachers./

La scuola materna, 68, 1981, No.15, pp.960-967.

Foremost university teachers /from the universities of Genoa, Rome, Perugia, Siena and the Catholic university of Milano/ as well as representatives of the Ministry of Education sent to the magazine their replies to an editorial inquiry. The questions in the inquiry were concerned with 1. the beginning of the training for the teaching profession - should the training begin at secondary school level or at the university ? 2. if the preparation starts at secondary school level, should it have general educational or rather specific /branch/ character ? 3. should the beginning of teaching practice /"apprenticeship"/ be included in the secondary school instruction and if so, in what form ? /general or specific in a certain type of school or educational facility/.

281. GOSPODINOVA, G.: *Organizirane kvalifikatsiyata i samoobrazovaniyeto na detskite uchitelki i meditsinskite sestri v obedinenoto detsko zavedeniye.* /Organising the training and self-education of teachers and nurses in early childhood facilities./

Preduchilishtno vazpitaniye, 29, 1981, No.4, pp.32-35.

The authoress discusses the contents and forms of increasing the level of education of teachers and nurses in early childhood education facilities. She mentions seminars, courses and the like as suitable forms. Further, she discusses the tasks of methodological boards and their work.

282. GRIBOVSKAYA, A.: Pomoshtsh rayonnym metodicheskim kabinetam po rukovodstvu izobrazitelnoy deyatelnostyu. /Helping district methodological boards in directing creative activities./

Doshkolnoye vospitaniye, 1981, No.10, pp.17-19.

A tradition of joint work of theoreticians and practicians in the field of art education was created in Moscow. Since the 40s, the Central House of Art Education and later the scientific and research institute of preschool education of the Academy of the Educational Science of the USSR have organized work with a selected body of teachers, at first under the guidance of E. A. Flerina, N.P. Sakulina and, at present, T. S. Komarova and T.G. Kazakova. The body deals with various topics. It is a scientific laboratory where the teachers study research materials, help with the research, verify teaching methods. The group includes headmistresses, methodologists from the individual preschool facilities and district methodologists, outstanding teachers, who have previously attended seminars on art education and shown deeper interest in the work. Each of them choses a specific problem and studies it for two to four years. The results are usually presented at scientists´ and teachers´ conferences that take place once in two or three years. City and district methodological boards use the help of the body in art education.

283. ISMAGULOVA, G.: Pedagogicheskaya praktika v zhizni molodych spetsialistov. /Educational practice in the lives of young specialists./

Doshkolnoye vospitaniye, 1981, No.4, p.66.

This is information on teaching practice at the preschool education faculty of the teacher training college in Alma Ata. In the first year, the students get acquainted with the state and organization of instruction and educational work in various types of child care facilities. In the second year, the students are made familiar with the age specialities of children and the organization of the educational process under the guidance of their teachers. In the third year of study, students do teaching practice in preschool facilities and the fourth year includes teaching practice at teacher training schools. Here the students teach psychological and educational subjects. They also participate in extra-curriculum activities. Each of them teaches 10 to 12 hours /educational science, psychology, methodology/. Before starting their teaching practice, they study the methodology of teaching educational subjects at a teacher training school and take part in conferences organized by the school. Teacher training schools are interested in students showing good results in their teaching practice. At the Kaskelenski teacher training school, for instance, fifteen of the teachers are graduates of the teacher training college in Alma Ata.

284. YADESHKO, V.: *Podgotovka studentov po predmetam esteticheskogo tsikla.* /Preparation of students in subjects of the aesthetic cycle./

Doshkolnoye vospitaniye, 1981, No.1, pp.61-63.

The authoress gives a short review of the curricula of the aesthetic cycle since the foundation of the first colleges of preschool education shortly after the victory of the Great October Socialist Revolution. At present, out of the 320 hours devoted to specialization at the college of preschool education at the Moscow State Teacher Training College of V. I. Lenin, approximately one half is used for giving the students profound knowledge of the fundamentals of science, the remaining half is devoted to study of theoretical fundamentals of methodology and the methodologies of the individual subjects in close connection with practice. Students that have decided to specialize in music education study the following subjects: history of music, children's music literature, harmony, theory of music, analysis of musical forms; a special course in the basic problems of music education, special seminars and practical lessons of music education take place. It is the aim of the specialization to prepare preschool education specialists, music teachers for early childhood education facilities and for nursery teacher training schools. The college of preschool education has proposed, on the basis of experience, the introduction of specialization in the sphere of music, art education and physical training. The college tries also, on an experimental basis, to prepare specialists for the first grade of people's education

285. YADESHKO, V.: *Povyshat´ kachestvo podgotovki spetsialistov.* /Increasing the quality of specialist training./

Doshkolnoye vospitaniye, 1981, No.10, pp.90-92.

The college of preschool education and the department of preschool education of the Moscow State Teacher Training College have celebrated their 60th anniversary. The head of the department of preschool education concentrates in her article on future tasks, especially in connection with improving the training of early childhood teachers. At present, there are 20 teachers in the department, 14 of them hold the degree of candidate of science and 8 are senior lecturers. The scientific and research work of the department is concerned with the problems of university education, the history of developing the content of university training of specialists in preschool education, scientific and methodological evaluation of present-day training, prognostication of the development of university training of specialists in preschool education. The study at the college takes five years. Students may choose specialization in language, history or aesthetics /music or art/. The specialization makes it possible to increase theoretical knowledge of the respective field of study and theoretical fundamentals of the respective methodology. Graduates have a very wide profile. They can teach education /general or preschool/, psychology /general or developmental/, methodology /of the mother tongue, mathematics or nature study/, or music and art education. They can work as methodologists in preschool facilities. This wide specialization is motivated by the special nature of educational work in preschool facilities. It is suggested to establish departments for the individual specializations at the hitherto monolithic colleges of preschool education. The development of the theory of preschool education is conditioned by the training of specialists, who could apply successfully the results of theory as well as practice. Specialization in the theory and methodology of music education is possible nowadays. Music and art education and physical training could be taught by university-trained specialists in preschool facilities in the future.

286. YERKHOV, V.: *V pedagogicheskikh uchilishchakh.* /At teacher training schools./

Doshkolnoye vospitaniye, 1981, No.9, pp.63-64.

Care for inservice education of teachers is an important task of teacher training schools. It includes primarily active participation in the activities of subject commissions, participation in regional, all-Russian and statewide coordination conferences of teacher training school workers on various problems, participation in scientific research conducted by the respective departments of teacher training institutes and independent search for the best ways of educational work. The results of the teachers' work can be best judged by the headmaster of the school.

287. YURYEVA, A.: *Rukovodstvo igrovoy deyatelnostyu detey.*
/Controlling children´s play./

Doshkolnoye vospitaniye, 1981, No.3, pp.9-11.

The article describes the measures taken by a headmistress when she found out that the children´s play was not at a desirable level. Together with the methodologist, she prepared a plan for a seminar and discussed its contents with the teachers. It covered the following topics: theory of play in the works of classics; kinds of play and their importance for an all-round development of the children; methodology of controlling subject-oriented play; planning the plays; creating conditions for all kinds of plays with respect to the age of children; cooperation with parents in education through play. The seminar included also the preparation of various aids for play, methodology of conducting table games and movement games. Beginning teachers were shown how to control children´s play. The seminar took place once a week. Consultations took place at various intervals. Teachers got acquainted with the best practice, got concrete recommendations, discussed specialized literature on the subject and its use in practice. The methodological study centre concentrated materials on all kinds of plays and games according to the children´s age, methodological literature, photographs, sketches of facilities. Problems of play were discussed at an educational conference that was preceded by thorough preparation: mutual visits, consultations, analysis of plans, day records etc. As a result, the conference showed active, purposeful approach and it brought good results.

288. KAMII, C.: Teacher's autonomy and scientific training.

Young Children, 36, 1981, No.4, pp.5-14.
1 sketch, 3 figs., 2 refs.

The authoress analyzes the teacher's social status and reaches the conclusion that this profession is not autonomous enough in comparison with some others. The reason, in her opinion, lies in the fact that the society exposes the teachers to constant political pressure and makes them responsible for much of what exceeds the scope of their work. She sees one of the reasons of this disconsolate state in insufficient scientific training of teachers and expects that an increased level of teachers' scientific training would mean increased prestige, too. In this respect, a considerable role is played by the universities and they should improve their work considerably in the future.

289. KLIMKOVÁ, A. - ŠULCOVÁ, M.: Realizace programu výchovné práce. /Implementing the programme of educational work./

Predškolská výchova, 36, 1981/1982, No.2, pp.23-25.
3 photographs.

Professional readiness of nurses is a prerequisite for a successful implementation of the programme of educational work. In the South Bohemian region, a 120-hour course in psychology and education was organized for nurses from day care facilities and infant homes and an 80-hour course of psychology and education was prepared for child minders in the preceding period. Seminars and briefing for doctors working in model crèches concentrated on an analysis of problems that are met in the implementation of the programme in the separate components of education. They were supplemented by demonstration of educational work. In the course of the school year, district seminars are held regularly and supplemented with demonstration of educational work. New staff members are trained continuously in the model crèches. The regional educationalist influences the instruction in the methodology of educational work at the secondary school for nurses.

290. KOROLEV, K.: Rybinskomu pedagogicheskomu uchilishchu - 50 let. /Fifty years of the Rybino teacher training school./

Doshkolnoye vospitaniye, 1981, No.9, pp.64-65.

The article informs of the activities of the Rybino teacher training school organizing both day and extra-mural study. 58 teachers work at the school. The school has a well-equipped study centre of education and psychology of young and preschool children, a museum of the Rybino school, workshops for workshop practice. Students' autonomy with ten commissions helps in their education. They develop a competition called "For a class of educational culture". Hobby activities cover a wide field: school of young teachers, school of nature conservation instructors, of atheist lecturers, art and music teachers; hobby groups/literature, theater, toy/; sports sections /skiing, light athletics, sports games, swimming/; art groups /chorus singing, choreography, orchestra, violin and bayana play, solo singing, recitation/.

292. KUTUZOVA, I.: *Methodicheskaya pomoshch vospitatelyam grupp rannego vozrasta.* /Methodological help for educators of young children./

Doshkolnoye vospitaniye, 1981, No.9, pp.21-23.

Experience from Leningrad is described. The city methodological board, together with the health authorities, is in charge of methodologically guiding the education of young children. Differentiated approach is used in further in-service training of early childhood educators. Seminars are held for inspectors and methodologists, e.g. on guiding the work in classes for young children. Policlinics care for in-service training of doctors and nurses. Headmistresses, chief nurses and methodologists of day nurseries and nursery schools attend courses concentrating on problems of the administration, contents and methods of educating children under three. The good quality of the courses is guaranteed by specialists from the Institute of Paediatrics, the laboratory of physiology and higher nervous activity of the APV and from the House of Health

Education. Child minders and assistants working in classes of young children attend seminars where especially the results of work with children at a certain period and measures for improved education of and care for the children are discussed. The effectivity of the system of continuation in-service training is checked by the city methodological board and health authorities. Repeated checks enable comparison of the present and past state.

292. LANG, V.: Betreuung der Jung-Kindergärtnerin. /Helping the young nursery school teacher//

Der Schweizerische Kindergarten, 71, 1981, No.7/8, pp.425-426.

When they finish their studies, beginning teachers usually get temporary assignments, to replace teachers that are ill, or part-time jobs. Some of them get permanent jobs in nursery schools. Since 1980, these new teachers have been in care of instructors. Each of them takes care of 7 to 9 beginners. The instructor visits each beginner three to four times a year. Beginning teachers may consult their instructors and ask them for advice. They usually discuss problems with children, the planning of and preparation for work, work with the parents; sometimes they confide in their instructors with personal problems, their experience with authorities, and with inspection. Beginning teachers welcome the system of instructors as they often work in isolation in single-class nursery schools.

293. LAZAREVA, V. - SHEYKINA, L.: Rabota rayonnogo metodicheskogo kabineta s kadrami. /Work of the district methodological board with personnel training./

Doshkolnoye vospitaniye, 1981, No.1, pp.27-30.

Experience of the methodological board of the Kuntsevo district of Moscow is described, especially in the sphere of work in classes of very young children. There are 49 child care facilities in the district, with 95 classes for children under three. The board concentrated its effort on increasing the training of all staff categories. In 1976, a five-year plan was prepared. According to this plan, courses were organized for heads of child care facilities at the city methodological board and courses for other educational workers took place at the district board. Heads of child care facilities can attend meetings with workers of scientific and research institute for preschool education, who make them acquainted with the latest results of scientific work and their application in practice. Health care workers are invited to similar meetings. Seminars for heads of child care facilities take several days and each of them is devoted to a specific topic. Courses for teachers working with children under three are usually organized directly in child care facilities and thus theory can be supplemented with practice.Methodological meetings of day care workers are supplemented with displays concerning the respective topic, attendants are given tasks, e.g. they are to draft a plan of occupation, prepare materials for didactic plays etc. In 1979, educational reading in "The education of children in crèche classes" was organized in all child care facilities. The district methodological board pays considerable attention to cooperation with the parents. Together with members of the board section for cooperation with parents, the board prepared recommendations on how to organize meetings and consultations for parents and how to prepare displays on specific topics. Lectures given at the staff club were concerned with the education of preschool children. Questionnaires with parents' comments and suggestions are used for the preparation of plans of cooperation with parents. Parents' conferences that are organized regularly are aimed at popularizing the best experience in family education. The district methodological board makes yearly checks of nearly 35 p.c. of all preschool facilities to determine the impact and the results of its work in practice.

294. MITUSOVA, L.: Rabota s molodymi spetsialistami. /Work with young specialists./

Doshkolnoye vospitaniye, 1981, No.1, pp.30-31.

The experience of the town department of education is described. The department organizes yearly meetings of new teachers with the best teachers of the district and representatives of town and party authorities. New teachers are given their work books on that occasion. The department organizes various competitions for young teachers. The questions asked cover all forms of work in nursery school. The introduction of new teachers to practice was made necessary by life itself. Experienced teachers become instructors of younger ones. Young teachers are made from the very beginning to give short talks to parents. The preparation of the talk, reflections on a specific topic enlarge their knowledge and help them approach their own work in a creative way.

295. OSTROVSKAYA, L.: Molodomu vospitatelyu - vnimaniye i pomoshch ! /Attention and help for young teachers./ Doshkolnoye vospitaniye, 1981, No.7, pp.29-33.

In the first days of practice, beginning teachers commit mistakes that can be prevented. It is recommended that a beginning teacher should visit her older colleague with whom she will work in the class, before she starts to work on her own. In this way she can get acquainted with the daily programme, she gets to know the peculiarities of the individual children and the way in which the other teacher works. The headmistress introduces the beginning teacher to the children. In the first days, the headmistress follows more frequently how the beginning teacher works with the children, gives her advice if necessary and shows her how to avoid mistakes. Visits of beginning teachers to more experienced colleagues prove useful. The visiting teacher should study the plan of work and preparation in advance. The headmistress may either advise the novice what she should mainly follow, or she gives her specific tasks. Beginning teachers should primarily learn to know children, their qualities, to distinguish the motives of their behaviour and to draw conclusions from this for their work.

296. PETELINA, T.: Prakticheskiye zanyatiya na urokakh psikhologii. /Practical exercises in psychology lessons./

Doshkolnoye vospitaniye, 1981, No.11, pp.60-62.

Practical exercises should help to reach a better understanding of the regularities of the child's psychological development and its age and individual peculiarities. The curriculum includes observation and simple experiments with an analysis of their results. Students do the experiments individually or in pairs. The authoress mentions two topics, namely "Play as predominant activity at preschool age" and "Developing the child's thinking", and formulates the tasks that students are to fulfil in practical exercises. She further presents a plan for a lesson on "Interpersonal relations in a group of nursery school children", including the respective tasks for observation and homework.

297. RAZYKOVA, T.: Ob organizatsiyi raboty respublikanskikh kursov. /Organizing the work of republic courses./

Doshkolnoye vospitaniye, 1981, No.9, pp.23-25.

In the Uzbek Soviet Socialist Republic, there are more than 7000 child care facilities attended by 915 000 children. 30 p.c. of the teachers are university-trained. Regional institutes for continuation in-service training of teachers are not in a position to secure courses of further education for all workers of preschool facilities once in five years. This is why the ministry of education started in 1978 to organize two-month courses for headmistresses and methodologists and for district inspectors and methodologists. Each course represents 288 lessons. Each topic is supplemented with practical demonstrations and preparation of reports. Courses turn gradually into a scientific and methodological centre of preschool education. Those who have finished the courses become members of a body of specialists. It is expected that extra-mural and day study will be combined in the future.

298. S sovyeshchaniya v Kiyeve. /From a Kiev conference./ Doshkolnoye vospitaniye, 1981, No.9, p.18.

"Improving the methodological guidance and increasing the training of preschool educators" was the topic of a statewide conference that took place in Kiev. It was attended by directors of republic methodological boards, chiefs of preschool education study centres of institutes for continuation in-service training of teachers. The main paper was delivered by R. A. Kurbatova, head of preschool education department of the Ministry of Education of the USSR. She evaluated the activities of preschool facilities and paid special attention to teacher training. At present, there are 40 preschool teacher training colleges at teacher training institutes and 234 teacher training schools in the USSR. In the discussion that followed the participants concentrated mainly on the study of the best experience, its generalization and application in practice, continuation training of nursery school teachers and the organization of methodological work in preschool facilities.

299. SAWICKA, A.: Aby praktyka potwierdzala teorie.
/Practice should confirm theory./

Wychowanie w przedszkolu, 34, 1981, No.3, pp.145-149.
1 photograph.

The authoress studied the experience of students of preschool education in post-G.C.E. continuation study in their teaching practice. She comments on practical difficulties /overtaxed teachers who act as instructors for practical instruction, large numbers of children etc./ and on students´ opportunities for independent educational work.

300. STALMACK, J.: S.W.A.P. - Strategies which affect programs: a framework for staff development.

Young Children, 36, 1981, No.6, pp.16-24.
2 tables, 2 figs., 23 refs.

The authoress reviews the new S.W.A.P. project aimed at increasing the quality of nursery school teachers´ work. It came into being in Michigan by generalizing the experience from the work of 35 nursery schools. The project covers equipment for plays with building blocks, sand and water, materials for discovering the properties of the surrounding objects, for logical, mathematical and conceptual thinking. Simultaneously, instructions are given on how to evaluate these childrens´ plays with materials in relation to childrens´ development. The teacher is provided with tables which she can use for describing and evaluating the child´s activity. This makes her work more objective and comparable.

301. VINOGRADOVA, N.: Rabota gorodskogo metodicheskogo kabineta po povysheniyu kvalifikatsiyi doshkolnykh rabotnikov. /Work of the city methodological board in the sphere of training preschool teachers./ Doshkolnoye vospitaniye, 1981, No.9, pp.18-21.

The system of continuation in-service training of workers in Moscow preschool facilities is described. Staff members attend training courses once in five years. 8000 people participate in these courses every year.Every preschool facility has its own long-term plan of further education. These plans are sent to the district methodological board and used as a basis for the elaboration of a long-term plan for the whole district. The district plan, classified by categories and elaborated with more precision for a period of one year, is passed to the city methodological board. The city methodological boards runs courses for headmistresses, methodologists, music teachers, speech therapists, teachers of children with special needs and teachers of very young children. Courses for other teachers are organized by the district methodological board. Every year, about seventy new preschool facilities are opened in Moscow. This is why future headmistresses attend a course before they are appointed. Curricula are adjusted every year. They reflect the specific needs of the individual categories with respect to the training of the teachers and their practice. Headmistresses attend courses in four-lesson units twice a week from October to May, teachers attend four-lesson units three times a week for four months. Oral examinations take place afterwards and students get certificates when they pass. Lecturers are scientific workers, teachers of teacher training schools, inspectors and methodologists, university-trained specialists. Subject commissions are set up for them under the guidance of methodologists from the city methodological board. Topical seminars are organized in districts for teachers who have attended continuation training courses and show deeper interest in some of the spheres of educational work. City seminars on the individual fields of educational work are organized for selected university-trained teachers. The seminars are held by scientists from the Institute of Preschool Education of the USSR, lecturers of the Moscow Teacher Training Institute and methodologists of the city methodological board. The city board checks the quality of the courses and their impact on practice.

302. VOLOSHINA, L.: Organizatsiya obshchestvenno-politicheskoy praktiki budushchikh vospitateley. /Organization of the future educators' practice in political work./

Doshkolnoye vospitaniye, 1981, No.12, pp.70-72.

Experience of a teacher training college is described. The most frequent forms of practice in political work include attendance at lectures given by social science faculties and schools of young lecturers; participation in the preparation of political information in class, at school and outside school; independent study of classics of Marxism-Leninism and party documents; fulfilling tasks of political character in preschool facilities at periods of practice; organizational and political activity in the course of the third /practice/ term; participation in competitions of student creativity; fulfilling tasks for public welfare. The knowledge gained in the course of instruction and in out-of-class activities is applied by the students and reinforced in their teaching practice in preschool facilities. It is important to check the participation in and organization of political practice. A brief characteristic is written of each student. The college used questionnaires to investigate the effectiveness of the students´ preparation for political work in the public. It turned out that most of the students could organize topical evenings, prepare political information, prepare and deliver a discourse on a political subject.

4.3 School administrators

303. BOTORČEOVÁ, R.: Pedagogická porada a jej funkcia.
/Teachers´ conference and its function./
Predškolská výchova, 35, 1980/1981, No.11, pp.22-24.

Teachers´ conferences are an advisory organ of the school headmistress. At the conference, the school plan of work is discussed and its fulfilling evaluated; internal school regulations are adopted;

theoretical problems of education are discussed with respect to the school´s particular needs; the best experience of teachers is promulgated and measures for the elimination of shortcomings in educational work are discussed; the work of the individual teachers is evaluated. At present, teachers´ conferences are aimed especially at discussing and securing tasks that followed from the new programme of educational work. The headmistress makes the teachers acquainted with the main topic of the conference in advance and secures a co-paper on the respective topic. Then the teachers´ conference adopts conclusions. All teachers participate in drawing the conclusions. Thus the space required for an active approach to the fulfilment of tasks is gained.

304. HATFIELD, L.M.: Inservice evaluation in early childhood education.

Young Children, 36, 1981, No.1, pp.59-64.
1 form, 1 fig., 15 refs.

The authoress stresses the necessity of an objective evaluation of nursery school teachers and suggests the use of a questionnaire that could be used as basis for the evaluation. Besides personal data, the questionnaire contains an evaluation of the teacher´s professional qualities, the characteristic of how she treats the children and her personal traits. She describes conditions in which teacher observation should take place and the way how to discuss the data found with the teacher in question.

305. KOMAROVA, T.: Chtoby upravlyat, ... nuzhno ... do tochnosti znat´ vse usloviya proizvodstva. /Controlling means knowing exactly all conditions of production./

Doshkolnoye vospitaniye, 1981, No.9, pp.26-28.

This is an attempt at applying principles of scientific organization of work to preschool facilities. Scientific organization of educational work is defined as a process or system of using scientifically grounded measures aimed at continuous and systematic perfecting of educational work and its conditions, i.e. at securing maximum effectivity of the instruction and education of pupils with rational utilization of teachers´ and pupils´ time and energy. Job descriptions of the individual categories of educators, headmistresses, methodologists, teachers, music teachers will have to be worked out as a basis for scientific administration of preschool education.

306. KROTOVA, I.: Rukovodstvo doshkolnymi uchrezhdeniyami. /Administration of preschool facilities./

Doshkolnoye vospitaniye, 1981, No.1, pp. 23-26.

The headmistress of a preschool facility describes her experience. Plans for inspections of work in the individual classes are prepared two months in advance. The plan states the kind and subject of the inspection, its time, methods /observation, talks with children, tasks given to children/. The inspection is followed by a discussion with the teacher. The results are recorded in a book.

An analysis of the educational work is given, the aim, results of observations and proposed measures are stated /an example of the entry is given/. One or two seminars are held every year on topics laid down in the yearly plan. Their topics are chosen with respect to the needs of the respective facility. For example, at a seminar on physical training, a cycle of lectures and practical examples of occupation was delivered by a teacher of a teacher training school. At the end of the seminar, teachers demonstrated several kinds of children's occupation. Individual study of teachers is based on their needs and theoretical study respects the needs of practice. The teachers choose a specific problem and use meetings to make the others acquainted with the results of their study and their own practical experience. This is connected with generalizing the teachers' good experience. Some experience discussed at teachers' conferences resulted later in educational reading. The topics of the conferences are known in advance and thus the teachers can prepare for them /study special literature on the subject, prepare plans of occupation/. Mutual visits precede the conferences. Conferences concentrate on some aspects of educational work in the individual classes, e.g. "The development of mathematical concepts" where the introductory report was delivered by a transfer class teacher. Displays are prepared for some conferences. The effectivity of educational conferences is conditioned by the concreteness of the solution, a precise division of duties and by checking whether the adopted conclusions are being fulfilled. An example is given of a record of conclusions adopted at a conference.

307. Organi collegiali: la riforma. /A reform of collective school bodies./

Scuola materna, 68, 1981, No.7, pp.422-427.

These are answers of foremost university specialists to questions asked by the editors on the problem of a reform in the administration of nursery schools and the share of collective bodies of teachers in the school administration, development of programmes etc.

308. OSTROVSKAYA, L.: Yestli ty rukovoditel'..... /If you are an administrator ...../

Doshkolnoye vospitaniye, 1981, No.6, pp.8-13.

Success in administering educational work depends to a large extent on the kind of relations that are formed between the headmistress and the teachers. The effectivity of her work is not conditioned by the formal right to administer, but rather by the everyday effect of her personality on the group of her fellow-workers. The authoress goes on to describe and exemplify the qualities that the headmistress should have. These include professionalism, ability to captivate the teachers, show them the beauty of their profession. The headmistress is demanding but her requirements are always realistic. She carries out systematic daily checks and differentiates with respect to the lenght of practice of the individual teachers and their personal qualities. It is useful to announce the check in advance but there are situations when it is necessary to come without previous notice. If the headmistress has to intervene /should the children's safety be endangered etc./, she should do it tactfully so as not to decrease the teacher's authority. The discussion with the teacher that takes place after the visit should primarily contribute to the teacher's further development, to further perfection of her educational skills.

309. ZIMMERMAN, K. - HERR, J.: Time wasters: Solutions for teachers and directors.

Young Children, 36, 1981, No.3, pp.45-48.
2 figs., 7 refs.

The authoresses give a number of examples showing how to eliminate time wasters in educational work as a result of good organization of work of the teachers and directors. They stress some basic principles of mental hygiene vital for the teaching profession and they enumerate mistakes that teachers commit most frequently.

4.4 Labour legislation: teachers´ associations

310. Berichte des Schweizerischen Kindergärtnerinnen-Vereins. /Reports of the Swiss Association of Nursery School Teachers./

Der Schweizerische Kindergarten, 71, 1981, No.7/8, pp. 385-416.

The reports for 1980 contain report of the main chairwoman, treasurer´s report, annual reports of the individual sections /divided locally/, reports of the editorial commission and the commission for educational problems and report on the relief fund.

311. Resheniye kollegii Ministerstva Prosveshcheniya RSFSR i prezidiuma Respublikanskogo komiteta profsoyuzov rabotnikov prosveshcheniya, vysshey shkoly i nauchnykh uchrezhdeniy RSFSR. /Resolution of the advisory board of the ministry of education of the RSFSR and the board of the republic committee of the trade union of educationalists, staff members of universities and scientific institutes of the RSFSR./

Doshkolnoye vospitaniye, 1981, No.10, pp.6-8.

The resolution concerns the all-Russian socialist competition of preschool facility workers in the system of the ministry of education of the RSFSR for an improvement of conditions and for perfecting the work of preschool facilities, for a successful fulfilment of the plan of the 11th five-year-plan. The competition is aimed at activating educational authorities, preschool facility workers, trade union bodies, sponsor factories and organizations and the public to further development and improvement of public preschool education. The competition includes: fulfilment of construction plan, summer recreation, a decrease in the sickness rate and care for the children's health, training of specialized workers and care for their future professional development, work discipline, stabilization of personnel.

312. RYBAKOVA, V.: Opyt luchshikh - norma raboty kazhdogo. /Experience of the best ones - standard of work for everyone./

Doshkolnoye vospitaniye, 1981, No.5, pp.12-16.

Deputy chief of the regional department of education in Yaroslav evaluates the results of an appeal made by the best workers in 1979. The movement was aimed at directing the efforts of preschool teachers to the improvement of the educational work, promulgation of the best experience, activation of creative initiative. The appeal found response in the whole RSFSR. The authoress describes creative initiative shown by the workers of departments of education and staff members of preschool facilities. District and local methodological boards tried to look for, and generalize the best experience and to introduce it into practice. Seminars on selected problems of educational work were organized in districts and regions. Family education experience was generalized. The cooperation between town and village nursery schools was strengthened. The best experience was published. The result of the movement was an all-round improvement of the work of preschool facilities.

313. STAROSTINA, E.: *Rol´ profsoyuznoy organizatsii v povyshenii trudovoy i politicheskoy aktivnosti kollektiva doshkolnogo uchrezhdeniya.* /Role of the trade union organization in increasing work and political activity of preschool facility staff./ Doshkolnoye vospitaniye, 1981, No.5, pp.16-17.

This is experience of a boarding-type nursery school for children with motor defects. Here the main task is to secure a comprehensive approach to education. The director and the trade union organization mobilize staff members to the fulfilment of this task, they support and develop creative initiative, generalize and propagate the best experience, care for the improvement of working and living conditions of staff members and their recreation. Work activity is increased by socialist pledges that are strictly checked. They concern improvement of the nursery school facilities, increase in methodological preparation, improvement of working and hygienic conditions.

Topical problems are discussed at staff meetings, such as cooperation with the parents, tasks of the staff in the education of and care for the children. In cooperation with the director of the school and the doctor, the trade union organization checks adherence to the daily programme, length of children's stay in the open air, adherence to hygienic standards, provision of meals. Considerable attention is devoted to further education of trade union members. Beginning teachers report on their studies at trade union meetings.

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314. VINCENZI, V.: I miglioramenti economici del contratto 1979-81. /Economic improvements in contracts in the years 1979-81/.

Scuola materna, 68, 1981, No.18, pp.1169-1172.
4 tables.

The article describes legal measures taken to improve the economic situation of nursery school teachers in Italy and gives interesting statistical data on the incomes of teachers and other nursery school employees /according to categories/, the dependence of incomes on qualification class, length of employment in the profession etc. as well as on temporary allowances paid with the salary /with respect to inflation and the rising cost of living in Italy/.

5. PLAY

5.1 Psychology of play

315. BORSARO, M.: Il corpo del bambino come materialo di gioco. /The child's body as material for play./ Scuola materna, 68, 1981, No.11, pp.714-716; No.12, pp.780-783.
3 refs.

The contents of the article are expressed in the subtitle: Topicality of Fröbelian contribution to the liberation of bodily dimension. Play in early infancy is analyzed from the positions of Fröbelian education, especially the child's play with "its" natural play "material", parts of its body, and the importance of these plays for the development of motor and intellectual abilities and skills. In this respect, Fröbelian education is compared with the attention paid to these manifestations of children by various psychological trends, especially by Freudian psychoanalysis, Wallon's psychobiological school, Piaget's psychogenetic school, Gessell's behaviourist school and Vygotski's psycholinguistic school.

316. JACKOWITZ, E.R. - WATSON, M.W.: Development of object transformations in early pretend play.

Developmental Psychology, 16, 1980, No.6, pp.543-549.

3 tables, 13 refs.

The survey was aimed at ascertaining how children aged one to two-and-a-half years developed the ability to transform objects in their pretend play and to replace an object by another one, gradually less and less similar in shape and function to the original object. The authors elaborated a hypothetical sequence of five development steps in object transformation in early pretend play. Experiments were made with 24 children aged 16 months on the average and 24 children at the average age of 23 months. The experimenters varied systematically the grade of similarity in shape and function of objects that the children were to use as symbols of real objects. At first, the children were shown symbolic activities with symbolic objects - the experimenters pretended drinking out of cups and telephoning while they used symbolic telephone receivers. Then the children imitated the activities demonstrated by the experimenters in their unorganized play in the experimenters' absence. The results of these imitative pretend plays of children showed that their ways of transforming objects or substituting one object by another corresponded to the hypothetical five-step development sequence of object transformations in the children's pretend plays.

317. VOIRIN, F. - GUILLAUMÉ, J.L.: Enseigner le jeu ? /Teaching how to play ?/

L'éducation enfantine, 1981, No.3, pp.8-15.
5 photographs, 3 tables, 8 refs.

The article deals with the play of two-year-olds. The child plays with its body and with everything surrounding it. The pedagogy of play is based on the spontaneous, individual child's play that starts with a single object and develops towards organized group play. The guiding of children's play should lead to a play situation enabling the child to express itself actively; it is necéssary to give the child adequate time and to respect the fact that the apparent inactivity of "experiencing" is equally important as "activity".

5.2 Pedagogy of play

318. Un anno: una ... gioco-storia. Scuola materna T. Mann - Scuola materna F. Testi - Milano. /A year: narrative of a play. Experience of T. Mann and F. Testi nursery schools in Milano./

Scuola materna, 68, 1981, No.9, pp.615-620; No.10, pp. 679-684.
29 figs., 14 photographs.

The description of didactic experience is a continuation of the account published in the magazine, volume 66, 1978/1979, No. 1-2, and volume 67, 1979/1980, No.6. Plays are described that take the basic material for imagination from life /e.g. how a child is born and how it lives, dressing the dolls, my family etc./. An explanation is given of the didactic procedure used for the creation of puppets and toys, for filling in predrawn schematic types etc.

319. BAKSANOVA, A.: Didaktichnite igri i obuchenieto v razkazvane. /Didactic plays and teaching how to narrate./

Preduchilishtno vazpitaniye, 29, 1981, No.9, pp.38-41.

The authoress deals with the specific features of this task and with teaching to narrate. On the basis of experience, she proposes the use of the didactic play called "the post" in two variants suitable for different age groups. She stresses various procedures and questions that can be used to stimulate the children's activity.

320. **BLALOCK, J.B. - HRNCIR, E.J.:** Using playleader power.

Childhood Education, 57, 1980, No.2, pp.90-93.
1 photograph, 16 refs.

Play is the basic and essential activity of the child. If the value of play is ignored, children lose balance in their activities and, moreover, they are deprived of the environment that supports their physical and emotional health. Play helps the child to develop its neuromuscular coordination and strngth and offers opportunities for social interaction with other children. Another important corelation was ascertained between the length of play and school success. The relation between play and school success is indirect but it influences significantly abstract thinking /Glickman 1979. Jarokey 1980/. The child's cognitive development consists in a symbolic process that lies in play opportunities of the child's world. Through symbol development and use, the child passes from object comprehension of the world to abstract comprehension that is required for optimum education at school. The importance of playleader's role is analyzed and its characteristic is given in the article. A good children's playleader should be: a/ a good observer; b/ play participater; c/ play facilitator. An analysis is given of the individual skills of the playleader as play observer. Further, the skills of the playleader as an important factor facilitating the child's play are analyzed. The teacher must make the children keep their safety in the course of play, she must provide them with sufficient material but she should not help them physically; she should only help them decide how to master the situation. Thus the children get sufficient opportunities for problem solving. As soon as the play starts to stagnate and the children begin to feel bored, the teacher should join their play and help the children to find an acceptable way of participating in the play.

321. FROLOVA, A.: Rol´ igr-zanyatiy v formirovaniyi samostoyatel´nykh igr detey. /The role of plays as occupation in forming independent children´s plays./

Doshkolnoye vospitaniye, 1981, No.4, pp.33-34.

Plays as occupation represent a kind of the teacher´s play with the children according to a plan laid down in advance. The authoress describes a research survey made with three-year-olds. It was aimed at ascertaining the influence of plays performed as occupation on the childrens´ independent plays. Plays with building blocks and with dolls were chosen for the purpose. The contents of these guided plays developed gradually: play with a single doll in various situations; an increased number of things and actors; development of play activities that were interconnected;more persons acting simultaneously /2 - 4/; introduction of topics taken from books, role distribution among children. The survey showed that these guided plays extended, strengthened and activated the child´s experience. The children acquired a certain scope of skills in their plays with building blocks and this resulted in a bigger diversity of buildings. The length of plays with dolls grew /to 55 minutes/. The children started to join for group plays. They were able to set a simple aim in independent play, to choose a role, to join a friend's play, to show effort; they experienced joy over the achieved aim.

322. IVANOVA, L.: Mnogo li rebenku nuzhno dlya schast'ya ?
/How much a child needs to be happy ?/

Doshkolnoye vospitaniye,1981, No.12, pp.64-68.
1 fig.

The authoress reminds the parents of the educational importance of play. The standard of behaviour is always higher in play than the behaviour in real life. To experience maximum satisfaction in fulfilling a certain role, the child takes on even demanding duties connected with subordination to the requirement of the play. In a way, play is school of life for the child. The child's behaviour in the play is a reflection of the behaviour of adults in its environment. The effort to play a common game, to fulfil a specific role in the play evokes belief in its own strength in the child. Parents often use verbal methods they rebuke, repeat, reproach, command. All this evokes opposition in the child. Children fulfil the parents' wishes much better if they are expressed in the form of play. The basic contradiction between what the child wants and what it can is solved in the play; the child's will is strengthened and its perseverance is cultivated.

323. IVANOVA, V.: Igrayte vmeste s det'mi. /Play with your children./

Doshkolnoye vospitaniye, 1981, No.11, pp.44-47.

The authoress stresses the importance of family plays with the children. An important prerequisite for the play development is the choice of toys that are adequate to the child's age. Toys should be diverse: object toys /puppets, animals, things of daily use/, locomotive toys /balls, sports requisites/, building sets and didactic toys. Toy onesidedness would lead to onesided development of the child. It is not correct to distinguish between toys for boys and girls. Boys should also have puppets, animals that they take care of and girls should also play with cars and building sets. Shared toys bring the children of both sexes together. It is suitable when the whole family plays didactic and table games with the child. A children's theatre, or puppets only, are quite valuable. Older children can play scenes for the younger ones.

324. KARTASHOVA, L.: O samoorganizatsii detey v podvizhnoy igre. /On independent play of locomotive games by children./

Doshkolnoye vospitaniye, 1981, No.11, pp.20-24.

The authoress discusses the role of locomotive games with rules in nursery schools and the extent to which older children play them independently as well as the teacher's influence on playing these games. As a rule, the children are familiar with a sufficient number of locomotive games but they do not organize them without the teacher's help. Even if the teacher starts the game, e.g. outdoors, and lets the children carry on independently, the game ends as soon as the teacher withdraws. It was necessary to make it clear to the children that one of them should take over the role of the leader. Such a child must show initiative, suggest a game, win the others for it, know the rules of the game and take care that they are kept. The authoress arrives at the conclusion that seven-year-olds do not have enough experience to play locomotive games independently. She recommends teaching the children activities that contribute to the development of such qualities as activity, independence, creativity.

325. KOROTKOVA, N. - MIKHAYLENKO, N.: Formirovaniye zamysla sovmestnoy syuzhetno-rolevoy igry. /Forming a purpose in a subject-oriented group play./

Doshkolnoye vospitaniye, 1981, No.11, pp.14-17.
2 refs.

Children of older preschool age should be able to define jointly and develop the subject of play and tune their actions with those of their partners. These skills may be developed either in play or in situations outside play. A subject-oriented group play may be organized in different ways: 1. The play is defined in advance by the subject that determines the role of each participant and the character of their mutual relations. 2. The subject is suggested by the teacher and the children develop it independently and determine the roles. 3. Only the subject is defined at the beginning of the play /e.g. play at the zoo/. The subject is not discussed in advance, it is formed in the course of the play. The children must take into account the actions of their partners in the development of the subject. Each of these types represents optimum conditions for the development of certain skills. The last type offers ample opportunities for the development of imagination and independent creation of new subjects. Another methodological procedure is described: joint inventing of fairy tales and stories that are used later as subjects for play.

326. MKRTCHYAN, S.: Muzykal'nye igry kak sredstvo formirovaniya samostoyatel'noy khudozhestvennoy deyatel'nosti. /Music plays as a means of developing independent artistic activity./

Doshkolnoye vospitaniye, 1981, No.6, pp.93-96.

Music plays represent one of the means of developing the ability to perceive music. Play enables the child to express its interests, it activates its creativity. The authoress describes music plays, starting with the simplest ones where children imitate various animals and ending with plays where children dramatize songs according to their ideas. The oldest children succeeded in devising a simple play accompanied with a tune. The article contains some tunes.

327. NEPOMNYASHCHAYA, R. - SEDZH, H.: O nedostatkakh v rukovodstve syuzhetno-rolevymi igrami. /Mistakes in the guiding of subject-oriented plays./

Doshkolnoye vospitaniye, 1981, No.11, pp.17-20.

The authors point out the most frequent mistakes committed in the guiding of subject-oriented plays. Direct play guiding by teachers restricts the children's activity and independence. The teacher should act as play leader and initiator in classes of younger children, she should guide the children's individual play and direct it towards group play. Older children join for play on the basis of personal sympathies and common play interests. To eliminate shortcomings in the guiding of subject-oriented plays, the teachers should show greater understanding for the children's play and apply more of their knowledge of pedagogy and psychology of children's play in their work.

328. PETROVÁ, E.: Psychologicko pedagogická charakteristika pedagogického procesu v dětských zařízeních. /Psycho-educational characteristic of educational process in child care facilities./

Predškolská výchova, 35, 1980/1981, No.6, pp.24-26.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. Most educational and didactic tasks are modelled in various forms of play in unity with instruction and work. The subject-oriented play has the function and form of group contacts in the educational process and it represents a method of training moral development in activity. The children acquire the motives and standards of behaviour in their roles. Views on the guiding of plays, especially subject-oriented ones, differ to a considerable extent. The system of guidance should primarily influence forming of the child's personality and the group of children. Didactic and locomotive plays with rules are used as cognitive and educative means. Didactic play is applied as a method in the process of instruction as well as an autodidactic form of learning. Dramatizing play with its effect on emotions stimulates the development of learning activity, moral development and the aesthetic activity. Used as a method, form and independent practice, it strengthens the effectivity of the educational process and contributes to the child's all-round development. Constructive play approaches productive activity as it connects the project with the subject and the result. It enables the mastering of a system of constructively technical skills, sensuous enrichment and the development of constructive thinking and imagination.

329. SCHERBAKOVA, E.: Puti formirovaniya vzaimootnosheniy v igre. /Ways of forming mutual relations in play./ Doshkolnoye vospitaniye, 1981, No.3, pp.29-30.

An objective indicator of the quality of play is its length, the number of participants and the quality of their mutual relations. The authoress uses the example of a play at drivers to show how the enrichment of the contents of play and the extension of the children's knowledge of drivers' work helped to bring the children together. The children's knowledge grew but also their mutual relations developed.

330. ZVORYGINA, E.: *Igrovye problemnye situatsii kak sredstvo razvitiya myshleniya.* /Play problem situations as a means of development of thinking./

Doshkolnoye vospitaniye, 1981, No.12, pp.38-45.

The development of thinking is conditioned by various kinds of activities: practical activity, play and mutual contacts. Qualitative changes in the activities lead to a change in thinking. A survey of the development of thinking in the play with toys showed that play with elements simulating various situations takes the form of solving play tasks. A play task is a system of conditions in which it is possible to achieve a certain aim accessible to the child on the basis of its previous experience and aimed at expressing the reality by means of play. The authoress substantiates theoretically and describes a series of play problem situations with gradually increasing complexity that are suitable for children aged 1 to 3. Problem situations are aimed at developing two mutually connected qualities of thinking, namely the mastering of generalized play activity and independent solving of play tasks. The method of play problem situations leads to perfecting practical as well as play experience, it confronts the children with the necessity to find their bearings in the sense of the play situation and stimulates them to independent solving of play tasks with increasing complexity and this, in turn, leads to changes in their thinking. The authoress goes on to describe play problem situations for children aged 15 months, 19 months and 35 months.

331. ZVORYGINA, E. - NOVOSELOVA, L.: Rukovodstvo formirovaniyem igry. /Guiding the play./
Doshkolnoye vospitaniye, 1981, No.4, pp.31-33.

The article describes the results of a research survey studying the behaviour of very young and younger preschool children. An analysis of the children's behaviour in the course of play makes it possible to follow the development of the contents of play. Play as an activity is determined by its motive. The child determines the subject by itself, it plays as it wants. In the initial stage, the suckling's activity with toys or other objects has the nature of handling. This is the cognitive stage in the development of play and it is characterized by subject observation. The following stage can be observed at the age of around 12 months;it is illustrative object play activity. It has the nature of object-conditioned operations /the baby's rattle makes noise when it is shaken/. The object that the child handles is a means of achieving the effect. These object-conditioned operations develop into imaginative operations /the doll drinks out of an empty cup/. The object-conditioned play changes into task play with objects. The subject of this play is always connected with the child's life experience and this is the basic feature of the task play. In its second and third year the child realises a system of conditioned activities and signs in its play and this confirms the transition to object-oriented real thinking. Research has shown that conditioned activities develop gradually in play in early childhood. A transition from activities with real objects to activities with symbols can be observed. Activities and objects are gradually replaced by words. This is a progressive process confirming the development of the child's intellect. The transition continues from the solving of practical tasks, i.e. also play tasks, and from the external object plan to the intellectual, verbal plan. Plays may be influenced by indirect methods of guidance /questions, advice, comments/. One of the effective methods of indirect guidance is the method of problem situations. When formulating the task, the adult proceeds from the child's previous experience. In this way, the child's initiative is developed.

5.3 Plays - toy

332. BEUTTNER, Ch.: War toys or the organization of hostility.

International Journal of Early Childhood , 13, 1981, No.1, pp.104-112.
15 refs.

The author summarizes the research conducted so far on the influence of war toys on the child's psychology. Although some authors consider these toys to be a means of compensation for abreaction of children's aggressivity, especially psycho-analysts, the author expresses clearly his opinion that such toys are unsuitable. He explains that the child's aggressivity must proceed from the reality that the child knows and that it is toys designed for destruction that evoke aggressivity and support it.

333. BLUMENTRITTOVÁ, V.: Výuka hrou. /Instruction through play./

Hračka, 16, 1981, No.3, p.13.

This is an evaluation of a purpose-made series of pictures designed for nursery school children. The picture series and the didactic instrument ME 31, model 05, represent an untraditional teaching aid. The authors - E. Opravilová and G. Filcík - succeeded in preparing a programme based on a well-devised series of tasks that supplement the instruction in intellectual education, mathematical concept formation, traffic education and enable longer concentration on the sphere of knowledge dealt with at the moment. It is the advantage of these aids - i.e. the instrument and the programme - that they make it possible for the children to go back to intricate tasks. The child should consider handling the instrument and solving the tasks as a play in which it tries and seeks the solution and the teacher should help with advice or a supplementary task that leads to the solution but only in cases when the child's experience is not sufficient. The prototype of the didactic instrument of the KE series is a result of the cooperation of workers of the national enterprise Komenium and Koh-i-noor Hardmuth, branch enterprise, plant 08 Milevsko.

334. CINYBULK, V.: Vděčné slovo na rozloučenou. /A farewell word of gratitude./

Hračka, 16, 1981, No.4, p.8.
1 photograph.

This is a reflection on the importance of the life-long work of Vít Grus, one of the most distinguished Czech toy designers. He based his creation on the same sources of conception and inspiration as the generation of 1900 - 1920. It was especially folk toy that enchanted him with its most beautiful material - wood. He had a feeling for its shape and colour symbols and styling, and an understanding for the poetry of simplicity. This is why his toys are near to all generations of the youngest children. He was one of the first to show the importance of group toys for children's groups in child care facilities. He was motivated mainly by the nature and man's relation to it, not by technology. The result of his work is a multitude of wooden animals in the wood, in the zoo or at a farm yard, all types of human figures as well as houses, trees, and fences that are part of this environment.

335. GORNOSTAYEVA, L.: Igrushki - detyam. /Toys for the children./

Doshkolnoye vospitaniye, 1981, No.9, pp.25 and 34.

This is information on the activity of artistic and technical commissions for toys that have been established at town departments for people's education. Their activity is not limited to approving toy designs. They pay attention to toy production, toy quality and check how child care facilities are supplied with toys. At present, greater attention should be paid to the development of technical, didactic, sports, music and building toys.

336. HRODEK, K.: Studenti dětem Prahy. /Students for Prague children./

Estetická výchova, 22, 1981/1982, No.3, pp.79-80.
7 photographs.

This is information on a display of works by students attending the secondary school of arts and crafts /SUPŠ/ in Prague 3 - Žižkov called "Students of the SUPŠ for Prague children". The main aim of the exposition was the creation of children's environment. The exhibition showed a number of possibilities of influencing positively the child's education, whether with the effect of individual or group toys, children's furniture for the home, crèches and nursery schools or by means of the colour and space design of interiers and children's playgrounds.

337. KÁŠOVÁ, J.: Děti, hračky a úrazy v pohledu pediatra. /Children, toys and accidents viewed by a paediatrician./

Hračka, 16, 1981, No.2, p.16.

The authoress of the article, herself a paediatrician, views toys from the viewpoint of hygiene and safety. She warns against the possibility of casualties that may happen if adults neglect surveillance over children's play.

338. KAZANOVICH, E.: Uchit´ berech igrushki. /Teaching how to spare toys./

Doshkolnoye vospitaniye, 1981, No.11, pp.24-25.

Toys in preschool facilities are the first public property that the child handles. The teacher makes the children acquainted with the new toy, talks about it with them,shows how they can play with it, how they should take care of it. She may tell them how the toy is manufactured and how many people participate in its production. Joint cleaning of toys proves successful - the children clean their toys, wash dolls´ clothes etc. Simple toy repairs may be made by the teacher together with the children. The parents should also help educate the children to careful handling of their toys.

339. KINKOR, M.: K problematice hraček a jejich psychologickému posuzování. /On the problems of toys and their psychological evaluation./

Hračka, 16, 1981, No.4, pp.2-3. Cont.

This specialist article brings general principles for the assessment of toy quality prepared by the ICCP /International organization for play and toy/. These principles, such as the child´s age and space for its fantasy, variability, understandability, size, composition, material, shape, colour, durability, design, mechanics, safety and price of the toy, include the viewpoints of all branches of science dealing with the problems of toy. These interdisciplinary views have contributed towards the consolidation of the efforts of all specialists of many branches and have shifted the problems of toy on a higher level. Nowadays, the unification of views on an interdisciplinary basis turns into a vital prerequisite for the solution of further intricate problems connected with children's play and toy.

340. KORF, A.: Nashim detyam. /For our children./

Doshkolnoye vospitaniye, 1981, No.10, pp.93-94.

More than 900 factories and workshops produce toys in the Soviet Union. In 1980, toys in the total value of 1147 million roubles were produced. In the course of the 10th five-year plan, the assortment of toys increased from 12 thousand to 16 thousand models.

341. Nové zahraniční studie o úloze hry a hračky ve vývoji dítěte. /New foreign papers on the role of play and toy in child's development./

Hračka, 16, 1981, No.4, pp.6-7.
1 table.

This is information on the psychological, educational and sociological research of toys in the form of a digest of two French papers published in the French magazine La revue du jouet, 1981, No.172, pp.69-72, pp. 128-131. It is stated in the introduction to these papers that some pieces of knowledge are valid only in a certain setting. The statement that children used to play only with objects used by adults until the 18th century is given as an example. This is obviously true only in Anglo-Saxon countries but it is in contradiction with the Czech tradition substantiated, among others, by Comenius' advice to the parents that they should give their children various "trifles" to play with. Many pieces of knowledge are obviously of a more general nature, such as data showing that the sequence of various play activities of the child develops more quickly nowadays than it did in the past, or that there are distinct differences in the play of boys and girls.

342. OPRAVILOVÁ, E.: Funkční hračky pro postižené děti. /Functional toys for handicapped children./

Hračka, 16, 1981, No.2, pp.6-7.
10 figs.

The article contains ten concrete toy designs for handicapped preschool children made especially for blind and visually impaired children. The designs have been elaborated by students of special education at the teacher training college of Charles University of Prague. These functional toys are aimed at strengthening the touch, developing the dexterity in fine motor movements of the hand and fingers, rectifying the notions of shape, size and surface of certain objects.

343. Ovlivňuje hračka dětskou agresivitu ? /Do toys influence children's aggressivity ?/

Hračka, 16, 1981, No.4, p.17.

The problem of war toy production, sale and impact on children is discussed with increasing frequency in the world nowadays. This is information on conclusions given in André Michelét's French paper "The child, aggressivity and the toy". The paper was published in the magazine La revue du jouet /1980, No. 173, p. 11/. The author is of the opinion that toys by themselves are not bearers of aggressive tendencies in children, although he admits that they may become the stimulus to aggressive behaviour. Only an analysis of various influences and the whole context of the situation in which the child grows up and from which it gathers stimuli for its play may show whether aggressivity manifests itself in a degree more or less corresponding to normal development, or whether it is provoked excessively and thus becomes dangerous and harmful.

344. STRÁNSKÝ, F.: Úskalí vývoje mechanických hraček. /Problems of the development of mechanical toys./

Hračka, 16, 1981, No.4, pp.10-11.
2 photographs.

The article discusses some problems that determine the nature of the future mechanical toy. Mechanical toys range from the simplest flywheel ones used by children at the age of 3 or 4 to the highly sophisticated remote control toys or intricate buliding sets for which no age limit can be set as here play changes gradually into modelling and hobby activities and these are not limited by age. Therefore, it is necessary to lay down with more precision the complexity and sophistication of the toy and thus to determine the age limits for which the toy is suitable. This is important for the toy designer as well as for the parents. They should realize all this when buying the toy for their child. They should be aided in their choice of a suitable toy by the indication of the suitable age of the child directly on the toy packing. The problem of toy safety is connected directly with the child's age. Although safety is a requirement of prime importance, it cannot be applied to all mechanical toys indiscriminately. If a toy is designed for children aged 10 to 12, it cannot be restrained by the requirement that it should be safe for a three-year-old. The problems of the model character of mechanical toys are connected with the child's age. Non-model toys prevail significantly over model ones in younger age groups.

345. VLASOVA, N.: *Ispol´zovaniye igrushek - samodelok.* /Using self-made toys./

Doshkolnoye vospitaniye, 1981, No.10, pp.31-32.

The authoress describes the way in which she teaches children to make toys from various materials. She goes on to show that these toys may be used, e.g., for the development of mathematical notions in children´s occupation. Play and the making of supplements are connected closely in subject-oriented plays. The children try to make the supplements as quickly as possible to be able to continue the play. The play develops gradually and children suggest the production of further supplements. All this requires considerable effort from the children to achieve the result.

346. *Vysoká škola uměleckoprůmyslová dětem,* /The Academy of Applied Art for children./

Estetická výchova, 22, 1981/1982, No.1, pp.23-24.
7 photographs.

This is information on an interesting exhibition installed in the gallery of the Albatros publishing house and prepared for children with great care by the students of the Academy of Applied Art. The exhibition included toys, posters, puppets, TV and film graphic art, illustrations and furniture.

347. ZVORYGINA, E.: Rol´ syuzhetno-obraznoy igrushki.
/The role of an object toy./

Doshkolnoye vospitaniye, 1981, No.8, pp.38-42.
1 table.

The authoress informs of the results of a research survey aimed at ascertaining the role of the toy, the importance of its character for play development. For this purpose, toys were divided into three groups: 1. realistic ones expressing precisely the individual character of the object; 2. conditioned ones giving generalised information on the object and its main features; 3. symbolic ones or substitute objects representing an even more generalized real object. They have only some features typical for the object they represent. The research survey has shown that a conditioned toy and, later, a realistic one is most suitable for a successful play development at an early age. Symbolic toys are of importance at the age between 2 and 3. They necessitate a higher generalization of play activities and denomination by words enabling them to enter the context of the play. This is why they are of considerable importance for the development of the child´s speech and fantasy. Three-year-olds choose symbolic toys by themselves and explain to their fellow players what the toys represent. The development of play at an early age depends also on the object of the toy. It should be in keeping with the children´s previous experience. The article is supplemented by a well-arranged table of object toys classified according to their suitability for children between the ages of 3 months and 3 years.

6. PRESCHOOL INSTRUCTION

6.1 Learning and other psychological aspects

348. BOULE, F.: Mathématiser à l'école maternelle ?
/Mathematics at nursery school ?/
L'éducation enfantine, 1981, No.3, pp.3-4.

It is stated in the leader that mathematics has lost its privileged position in the new instructions for nursery schools. This is done on purpose to prevent its premature teaching and to respect the specific nature of preschool education. The development of mathematical concepts is connected with the development of language, thinking and activities especially of verbal and graphic nature.

349. BROOKS, L.R. - OBRZUT, J.E.: Brain lateralization: Implications for infant stimulation and development.
Young Children, 36, 1981, No.3, pp.9-16.
1 table, 3 figs., 44 refs.

The authors refer to the fact that each of the brain hemispheres is predermined to a certain extent for specific activities in the sphere of cognition. The well-arranged table shows a model of hemisphere functions and assesses research conducted in this sphere. In conclusion, the authors give parents and teachers recommendations regarding the activities that they should perform with the children to stimulate their brain development. They stress the necessity of equal stimulation of both hemispheres and handling with both hands. They warn against one-sided right-hand stimulation and demand that toys and materials for children's occupation should be designed for both hands.

350. KENTLER, H.: Immer, immer dasselbe. /Always the same./ Spielen und lernen, 1981, No.5, pp.28-30.

The author analyzes children's inclination to repeated activities and manifestations. He states that children's stereotypes and rituals are a part of functional exercises and that they bring children joy and satisfaction over mastering a certain activity. These repeated activities performed with zest should, however, be distinguished from autistic manifestations that occur as a result of deprivation and are undesirable.

351. LIPMAN, M.: Hearing children's conversation.

Harvard Educational Review, 51, 1981, No.3, pp.432-436.

5 refs.

This is a review of G.B. Matthews' book Philosophy and the Young Child, Cambridge, Mass., Harvard University Press, 1980, 115 p. The author of the book demonstrates that philosophy is not only a matter of adults, that children have the ability to think philosophically, even though in other categories and along other lines than adults; moreover, Matthews is of the opinion that children should be directed and stimulated to such thinking /in the same way as the generally accepted thesis that it is necessary to develop their emotional sensibility and fantasy by fairy-tales and the like/. In this context, he is critical to Piaget's theory of child development stages. The basis of the argumentation of the book is heard children's conversation. The reviewer appreciates the book highly and he recommends it as an introduction into the philosophy of education and into child psychology.

352. LOWENTHAL, B.: Effect of small-group instruction on language-delayed preschoolers.

Exceptional Children, 48, 1981, No.2, pp.178-179.

7 refs.

The article describes the effect of small-group

instruction on language-delayed preschoolers in nursery schools. Small-group instruction is aimed at developing the skills of verbal classification, stretching the vocabulary and understanding the heard word well. The survey covered 40 language-delayed children aged 39 to 60 months that participated in the programme for language-delayed children at a state-run school /they had shortcomings in articulation, receptive and expressive language and insufficient ability of effective communication/. The children were divided into two groups of ten and six small groups of three or four. Abilities were assessed by means of tests. The groups were taught 15 minutes a day /five days a week/ for a period of six months. The research worker taught the experimental groups and the instructor taught the control groups.
The curriculum included: vocabulary of the usual objects and people, classification, description of posters, pictures, activities, shapes, sounds and practical life. An analysis of the results showed that the experimental groups had much better results in the receptive vocabulary, in the understanding of the heard words, in verbal abilities, in the language age compared with the control groups. Younger boys were better at the interaction and verbal abilities than older girls. Small-group instruction seems suitable for the improvement of the oral language of language-delayed children irrespective of the age and sex of the group. Small groups /3 to 4 children/ are an effective means of class organisation suitable for stimulation of the oral language development.

353. OPRAVILOVÁ, E.: Aktivizační prvky v obsahu výchovně vzdělávací práce. /Activation elements in the contents of educational work./

Predškolská výchova, 35, 1980/1981, No.9, pp.8-11.
2 photographs, 2 figs.

Two basic kinds of approach can be distinguished in the educational treatment in the preschool period. The first one prefers spontaneous learning through individual spontaneous discoveries and problem solving, the other one gives preference to structured learning controlled from the outside by a system of instructions and information. Neither of the two approaches can be accepted in the clear-cut form; it is necessary to strive for their blending. It is necessary to let the child keep its spontaneity and naturalness of development, while evoking from the outside situations leading to desirable changes in its behaviour. A topical problem of present-day psychology and educational science is the acceleration of the child's all-round development, the problem of maximum utilization of all potences of the preschool child that could not be fully used in previous systems of educational treatment. The requirement of evoking the child's activity may be considered as the most important one. Moreover, this requirement is motivated by the effort to cope with new social changes, demands and needs in education. Activation elements in the contents of preschool education should provoke independent, creative and initiative activities, develop attention, logical judgement and creative fantasy both on the level of imagination and on the level of concrete object activity. One of the fields where this new approach may be observed is the sphere of literary education where the word and the picture may become tools for creating an active relation, developing children's spontaneity, fantasy and forming criteria of moral and aesthetic evaluation. Works of art teach the children look at the surrounding world in a new and untraditional way. Each really literary work has its own cognitive, aesthetic and ethical activating values. However, what is the basic criterion for setting the limit boundaries between literature utilizing activating elements and materials based primarily on didactic aims and fulfilling rather a function of instruction texts and psychodiagnostic aids ? Various purpose-oriented didactic materials are published in Czechoslovakia as well as in other countries. For the most part, they give children tasks training their perception, attention and wit, they make them acquainted with various properties of objects and phenomena of the surrounding world, they give structured series of information. Some of them are aimed at forming special skills. However, it has been found that the educational programme itself does not guarantee the didactic effect. Its effect is conditioned by the social interaction between the child and the adult, multiplied by the emotional attachment to the adult. The implementation of the instruction programme is conditioned by the activation that must be strengthened in the preschool child as its volitive effort is not stabilised yet.

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354. RHOLES, W.S. - BLACKWELL, J. - JORDAN, C. - WALTERS, C.: A developmental study of learned helplessness. Developmental Psychology, 16, 1980, No.6, pp.616-624.

5 tables, 16 refs.

"Learned helplessness" means a state when an individual comes to the subjective conviction that it is not in his power to achieve a certain result of activity although he could in fact reach it. There is a hypothesis that this state is a result of causal attribution, i.e. that the individual ascribes his failures to his qualities that he cannot change.
A survey was conducted to investigate the inclination to the formation of learned helplessness in children aged 5 to 10.The survey was based on the hypothesis that younger children would show less inclination to the formation of this helplessness as they would not yet ascribe successes and failures in their activities to their permanent qualities. Experiments were made with 80 children /nursery school, 1st grade, 3rd grade and 5th grade children - twenty of each/. The children were given the task to find pictures hidden in other pictures. Experiments were prepared on purpose in such a way that some children met repeated success in the solution, others met repeated failure. The indicator of learned helplessness was the child's perseverance in looking for hidden pictures and the ability to find them even after repeated success or failure.
The survey results confirmed the hypothesis that failures had significantly less influence on the

formation of learned helplessness in younger children than in older ones. It is believed to be in connection with the development of the ability of causal attribution in preschool and younger school age.

355. SMITH, R.F.: Early childhood science education. A Piagetian perspective.

Young Children, 36, 1981, No.2, pp.3-10.
3 figs., 16 refs.

The author shows on the development of early childhood education that the determination of the contents and methods was based previously on deduction and speculation due to ignorance of the laws governing the development of the child's thinking. Piaget's research work revealed basic developmental stages of the child's psychology and enables scientific approach to childhood education, i.e. approach that is in keeping with these laws. The pre-operation stage of preschool child thinking is characterized and examples are given of activities that may be used for developing thinking. Scientific approach to preschool education cannot be understood as a problem of the contents of education but as a problem of scientific knowledge of child development laws. At that age, scientific approach means primarily immediate contact with the environment, sensible activity and experimentation under the guidance of an adult and with his participation. All curricula and schemes of educational activities should therefore be based on this principle.

356. SOVÁK, M.: O učení tentokrát trochu jinak. /Pohled odspodu, biologické aspekty./ /On learning - this time from a different angle. A view from below, biological aspects./

Děti a my, 11, 1981, No.3, pp. 7-9. Cont.
2 photographs.

Man's value is given by the value of his central nervous system. His efficiency is determined by what he brings with himself into the world, what he gains in life, what he learns and all this shapes the way in which his nervous mental functions operate. The beginning of work of the human brain is described. The reflex is the basis of nervous activity. All reflex actions are linked to nerve cells that are fitted with long and diversely branched projections by means of which they are mutually interconnected. Signals are transferred in places of mutual contact. The number of ganglion cells increases only slightly after birth. They do not increase in number or multiply after the third month and the brain grows due to the increasing number of nervous fibres. Conel's child brain development atlas shows how new joints and new connections come into existence in the first months of life due to stimuli from the environment. These basic connections remain for the whole life and co-determine the functioning of the brain. They form the patterns of paths for perception and other intercellular connections /basic rules for all consequent brain activity/. Experiments with animals showed that the period after birth ha considerable importance for brain functioning. The experiments are described and analyzed. Brain growth is influenced not only by shapes and actions in the environment but also by chemicals and nutrition /if the child gets too much oxygen in the period immediately following the birth, the number of its nerve cells does not increase and the 7 p.c. loss cannot be compensated later/. The child's earliest experiences are of importance /the brain is a product of its environment/. Primary experiences influence learning. There are four basic learning types: 1. auditive; 2. visual; 3. haptic; 4. abstract type. Visual types prevail. Besides basic learning types, there are individually differing habits accompanying learning and stemming from early childhood. A survey of ten- to eleven-year-old pupils was made with questionnaires. The results of the survey are analvzed in the article. Success or failure in learning depends on many factors, primarily on the relation between the pupil and his teacher, classmate, parents, book. Learning and its results are influenced, among other things, by the quality and quantity of stimuli, kind of nutrition and hygiene of environment in early childhood, unsuitable methods of instruction and incorrect approach to the pupil. The teacher should respect the pupil's individual qualities and observe the rule of individual approach. Memory and learning are discussed. Neurophysiology distinguishes three kinds of memory: 1. ultra-short memory; 2. short-term memory; 3. long-term memory. If you compare memory to photography, ultra-short memory would be analogous to plate exposure, short-term memory could be compared with a developed plate on which the picture can be seen but it is not lasting; long-term memory is an analogy of a picture fixed in a fixing bath. Factors supporting retention in memory are enumerated /stimuli, emotional stress accompanying the stimulation, accompanying associations/. The importance of stimulation for remembering has been proved by the quantity of RNA /sent from cell nucleus to its body/ and the consequent brain growth. Animals used for experiments got RNA in their food and they learnt more quickly than the control group animals. The experiment was made with people as well /old people/ but these experiments were abandoned as the tested persons were not able to forget and this caused confusion in their thinking.

357. SOVÁK, M.: O učení tentokrát trochu jinak. /On learning - this time from a different angle./

Děti a may, 11, 1981, No.4, pp.10-12. Cont.1.
2 photographs.

Remembering and recollection are discussed. The main role in recollection is played by certain chemicals made in nerve cell parts forming synapses. There are two kinds of these chemicals /the first kind supports the formation of synapses and the other one limits or even blocks it/. The first ones are formed in periods of mental and physical ease, the other ones originate in stress situations. Stress substances washed into the body limit or block the formation of synapses and have somatic consequences. Stress situations in instruction are analyzed. The teacher-pupil relation may give rise to stress and aversion to learning. As a result of unsuitable teaching procedures, partial suppression of synapses may occur in memory in some subjects only. Grading may also lead to stress situations due to unphysiological testing procedures. The results of a survey investigating the relation between stress and pupils' answers in tests at a school in Germany are analyzed. The author gives a characteristic of the answers and analyzes them. Stress may sometimes act as useful educational means. Minor stress situations overcome with zest become sources of successful effort in learning. School practice mistakes are assessed. Making mistakes means that the child perfects the knowledge of its environment and the social setting by its success or failure. Mistakes belong to the basic biological learning processes. The teacher should consider the pupil's mistake as a mirror of his teaching skills and the results of his methods of instruction. Interest has a physiological basis. Learning cannot be successful without interest as the process of remembering is not activated sufficiently. The physiological basis of interest is formed by the orientation reflex serving the organism for orientation in space. The reflex is the reaction of the organism to any change in its environment that could mean advantage or disadvantage. It is accompanied by attenuation of the activity performed at the moment /the pupils are working hard when the headmaster enters the classroom/. Can repetition be considered as the basis of learning ? Learning biology maintains that repetition leads to habituation, that repetition of the same stimulus weakens the reflex and thus the interest, that any drill is an unphysiological activity burdening the nervous system excessively. The interest is renewed when the stimulus brings something new. This means that repetition in learning should not be drilling and senseless repeating but various modifications of the subject matter should be formed, it should be dealt with from all sides /free narrative/. The pupil should be guided and taught to analyze the matter, select the main points and add details. The new conception of school education should comprise not only modernization of the organization and curricula, but also modernization of teaching and learning methods.

358. STEVENS, J.H.: Everyday experience and intellectual development.

Young Children, 36, 1981, No.1, pp.66-71.
1 fig., 12 refs.

The author deals with the importance of the child's everyday practical experience in the sphere of speech, handling and thinking at a concrete level for its intellectual development. He followed a group of children that pursued these activities regularly for a period of one year. He found that sensible activities carried out regularly could influence significantly the child's intellectual development. This is why he recommends that children should be given sufficient stimuli and opportunities for these sensible activities in their families.

359. VARTULI, S. - PHELPS, C.: Classroom transitions. Childhood Education, 57, 1980, No.2, pp.94-96.
6 refs.

The problems of transition from one activity to another in nursery school are discussed. These transitions are periods between activities, such as the time of the children's arrival to and departure from the nursery school, or the period when the teacher changes the stage. Sometimes these changes are accompanied by stress feelings of the children and the teacher. If teachers plan these periods in advance and are flexible in directing the class, they can cope with the transitions more easily. Efficient and smooth transitions give the teacher more time for instruction. Planned transitions may become learning situations for the children by stressed linking of activities or ideas. Research results show that 1. teachers and children spend most of class time by transitions from one kind of activity to another /especially in nursery schools/; 2. unsuitable transitions lead to disturbed children's behaviour in class; 3. positive transition techniques are connected with informal ways of the teacher at the beginning and maintaining of movement inside class and group; 4. teachers should plan exactly children's occupation; 5. teachers should introduce positive techniques of teaching control; 6. teachers should take ten minutes to think over a number of activities. Transitions should be used to support the children's development and learning. Ten minutes of planned transition may prevent hours of stress interaction in nursery school classrooms.

360. VERBA, M.: Organisation des activités "Prélogiques" chez les bébés iraniens. /Organizing prelogical activities of Iranian babies./

Enfance, 1981, No.4-5. pp.352-270.
18 figs., 2 tables, 13 refs.

The research study was conducted on the basis of Piaget's theory by a group of scientists in Teheran. They observed 24 children aged 12 to 30 months in spontaneous activites with objects of various sizes and kinds. The scientists observed how the children handled insertion, how they formed sets of objects and what were the mutual relations between objects. The study was aimed at elucidating the organization of these "prelogical" activities. The results obtained from Iranian babies were compared with those of Parisian babies. The comparison made it possible to observe the differences in cognitive activities between children raised in two different cultural settings. An analvsis of the obtained results of observations showed that the organization of "prelogical" activities was very similar in the two groups. However, a higher diversity of object combinations was observed in Iranian babies. This diversity can be explained by some properties of the objects that enabled the Iranian babies easier handling.

6.2 Didactic aspects

361. CARLBARG, B.: Var 6: e elev har svårt att läsa och skriva . /Every 6th pupil has writing and reading difficulties./

Förskolan, 64, 1981, No.5, pp.22-23.

Insufficient concentration and hyperactivity are the causes of writing and reading problems at school. They are especially marked in grade two. The teaching method should be based on the utilization of mastered skills and preparation should begin at preschool child care facilities.

6.3 Preparation for school

362. Bambini dai 5 ai 6 anni: contenuti dell'attivita educativa. /Children between five and six - contents of educational activities./

Scuola materna, 68, 1981, No.12, pp.767-776.

The editors of the magazine asked leading Italian educationalists the following questions: 1. Would it be suitable to differentiate the preparation of five-year--olds for school with respect to the differing

level of their school readiness? 2. How could preparation for school be reflected in nursery school activities - without teaching the children to read, write or count? 3. Is it possible to define with more detail the contents of educational activities for five- and six-year-olds in nursery schools? 4. Would it be possible to form nursery classes of children of various ages with respect to their readiness ?
The discussion reflects the polemic of Italian educationalists on "directives" issued by the Italian government and presupposing certain preparation of five- to six-year-olds for school entry.

363. BELL, S.: Entry age and school success: a research review.

Early Childhood Education, 14, 1981, No.2, pp.16-22. 16 refs.

This is a review of research conducted in the period between 1952 and 1970 and showing the influence of entry age on later school success. Arthur Hamalainen /1952/ conducted research at 33 primary schools in New York /4,277 nursery school children and 22,005 pupils attending grades one to six/. Children that started attending nursery school at the age of 4 years and 9 months and school at the age of 5 years and 9 months were considered not ready for school entry. A comparison with normally prepared children showed that these immature children had considerable problems with adjustment in all studied spheres with the exception of school grading in grades four to six. These children faced big problems in the sphere of social and emotional adjustment and this handicap lasted through all grades. King /1955/ followed the development of 104 children over six at the Oak Ridge primary school. All children were divided into two groups according to age /the younger group was admitted to school at the age of 5 years and 10 months and the older one went to school at the age of 6 years and 7 months/.King found that the chronological age was an important factor of school success /younger children had problems with mastering the subject matter; more of them had to repeat the grade, there were more boys among the repeaters; their school attendance was weaker. They showed signs of worse personal and social adjustment at school. Carter /1956/ made a comparison of fifty younger children and fifty children of normal school entry age according to sex and intelligence. He followed their development through grades two to six at Austin primary schools in Texas. He investigated results in mathematics, reading, pronunciation and English in all grades. He found that older children had more advantages in school success than younger ones with the same possibilities at school. Abilities assessed in school entry tests remaind on the same level throughout primary school attendance. A lower level of ability measured in children of younger age manifested itself throughout the whole time of primary school attendance. The chronological age factor is more important in boys than in girls with respect to school achievement. Miller /1967/ investigated the effect of younger entry age. The results obtained led her to the conclusion that chronological age was not so important for social and emotional adjustment as believed. Baer /1958/. Miller and Norris /1967/ found that older children had better results in school rating and in reading than younger ones. In the 50s, 60s and 70s research workers from the Gesell Institute of Child Development recommended that children should be admitted to school according to their performance in behaviour tests and not according to their chronological age. They developed a series of behaviour tests to assess the child's readiness for school. According to the test results, the child would be accepted to a lower class of nursery school, to transfer class or to grade one. In 1970, most professional workers in preschool education stressed the individual programme with respect to the level of the child's development, not earlier school entry at any price. School entry problems are reviewed and analysed. This is followed by a review of final recommendations that may solve the problem of school entry age in Alberta.

364. BOGNAR, L.: Šestogodišnjaci u prvom razredu. /Six-year-olds in grade one./
Pedagoški rad, 36, 1981, No.9-10, pp.455-463.
1 photograph, 1 fig.

In the Croatian Socialist Republic, children will go to school at the age of six. The author deals with the organization of school day, the relation between instruction and play, the problem of setting homework, use of modern technical teaching aids, classroom equipment and facilities.

365. Byli jste u zápisu ? /Has your child been admitted to school ?/

Rodina a Škola, 28, 1981, No.3, p.3.
2 photographs.

This is a discussion of the problems of new pupils prepared by the editors of the magazine with grade one teachers from a primary school in Prague 8. The teachers enumerated some qualities and abilities of the child that, in their opinion, enabled successful mastering of school duties. These were: independence in self-attendance, obedience in fulfilling commands, ability of concentration and sense of orderliness.

366. Dyskusja redakcyjna o sześciolatkach. /Editorial panel on six-year-olds./

Wychowanie w przedszkolu, 34, 1981, No.6, pp.328-337.

This is a panel of Polish specialists in educational theory and practice on the reforms of preschool education in the last year before school entry. The panel was prepared by B. Tuszyńska-Chechlacz, editor and it was concerned mainly with the preparation of children for school, school readiness of children, skills and habits necessary for instruction in grade one and the like.

367. GENEV, K.: Părvi klas - načalo na novoto edinno sredno politechničesko učilište. /Grade one - beginning of the new unified secondary polytechnical school./

Načalno obrazovanie, 21, 1981, No.8, pp.3-6.

Grade one instruction is an organic part of the whole conception of the unified secondary polytechnical school. The educational process is based on the basic principles of the socialist system of education. New moments in the system of educational work in grade one - such as principles, contents, organization - should be seen in their unity and mutual connections. The teacher's personality plays an important role.

368. HITREC, G.: Šestogodišnjaci i sedmogodišnjaci u prvom razredu osnovne škole. /Six- and seven-year-olds in the first grade of primary school./

Pedagoški rad, 36, 1981, No.3-4, pp.121-131.
20 tables, 3 refs.

The authoress made a survey of six-year-old children attending grade one. She investigated, among other things, motivation for school work, ability of concentration, emotional stability, psychomotor skills, development of fine motor movements of the hand, cooperation with other children, the overcoming of difficulties, independence in play and in dressing. She compared the results with those of seven-year-olds. There are some differences in the development of fine motor movements of the hand, in optical differentiation; there are no differences in other factors between six- and seven-year-olds.

369. LEŚKIEWICZ, K.: Oddzialywanie opiekuńczo-wychowawcze rodziny w przygotowaniu dziecka do nauki szkolnej. /Share of family education in the preparation of child for school instruction./

Wychowanie w przedszkolu, 34, 1981, No.9, pp.477-482.
1 table, 13 refs.

This is a fragment of a more extensive study dealing with this topic; empirical research of six- and seven-year-olds conducted by the authoress is briefly summarized. The study was concerned with the differentiation in the level of education in families, conscious cooperation of parents in preparation for school /especially together with nursery school/ and at the beginning of school attendance. The authoress stressed four basic groups of skills as criteria for school readiness or retardment and compared these results of the children's school readiness with the type and intensity of family care.

370. Liaison maternelle / CP. /Connection between nursery school and preparatory class of primary school./

L'éducation enfantine, 1981, No.9, pp.11-26.
5 tables, 1 fig.

Three successive articles deal with the problems of transfer from nursery school to primary school. The first article discusses topical problems of the last five years, i.e. since the introduction of new instructions on the educational linking of nursery school and preparatory grade. The continuing existence of the division between nursery school and school is conditioned, among other things, by the fact that nursery school is not compulsory and school attendance is compulsory, nursery school classes comprise 30 to 35 children whereas preparatory class usually has 25 children, each has different aims. - The second article describes the experience of the Saint-Lubin-de Chevreuse nursery school that succeeded in achieving continuity of educational work after ten years of coordinated activity.The third article shows on the basis of experiencefrom Avignon that it is possible to achieve educational continuation not only between the highest class of nursery school and the first grade of primary school, but also throughout the whole nursery school, starting with the class for the smallest children.

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371. PODOLSKA, B. - JAROSZ, M. - OCETKIEWICZ, A.:
Zajecia umuzykalniajace w przygotowaniu do szkoly.
/Music education in preparation for school./

Wychowanie w przedszkolu, 34, 1981, No.6, pp.374-376.
5 figs., 1 ref.

This is information on a conference held in Brzesk in November 1980 and attended by nursery school teachers interested in music education, especially from the viewpoint of the overall preparation of children for primary school entry. Practical occupation with the children from the local nursery school, briefings and discussions formed a part of the conference. The conference showed the importance of music education for processes of formation of correct motor abilities of children, the formation of musical hearing as the basis for phonemic hearing, development of hearing perception etc. A note recording of a song supplements the article.

372. PUŚLECKI, W.: Zwiazki wychowania przedszkolnego i nauczania poczatkowego. /Relations between preschool education and initial instruction./

Wychowanie w przedszkolu, 34, 1981, No.5, pp. 271-273.

Two problems are discussed in the article: 1. How should the connection between preschool education and initial instruction be understood ? There are three possibilities, namely it can be seen as threshold, contact or continuation of preschool education. 2. Is the introduction of reading into preschool education based on the needs and interests of children - or adults ? The answer is: six-year-olds show spontaneous interest in reading.

373. ROSSI, L.: La continuità tra scuola materna e scuola elementare. /Continuity of nursery school and primary school./

Scuola materna, 68, 1981, No.9, pp.576-578.
5 refs.

The reduction of the problem of the preparation for primary school entry in nursery schools to whether and how to teach reading, writing or counting is an incorrect viewing of the problem. In conformity with a number of papers on contemporary preschool education, the authoress points out the specific nature of nursery school education. The continuity with the subsequent phase of school education should not be seen in the introduction of activities that will be carried out at school but in the intensification of specific nursery school tasks. These are, in the first place, development of communication abilities /experience I - not-I, transition from one sphere to another/ as reading and writing are a form of communication, too. Thus the proper task of nursery schools in the preparation of children for primary school is the process of children's humanization and socialization. Today's task is not subordination of nursery school to primary school, but an understanding of its specific nature and cooperation of the two institutions resulting in increasing harmony and unity of the process of child development.

374. WIĘCKOWSKI, R.: Nauczanie poczatkowe w obliczu zmian. /Initial instruction and changes./

Wychowanie w przedszkolu, 34, 1981, No.3, pp.134-138. 1 ref.

The basic principle of modernization of work of preschool child care facilities is integration of preschool education and the education and instruction in the first grades of primary school, i.e. methodological, organic continuity of preschool and school education. The author shows how changes in the contents of initial instruction /aims of the didactic conception etc./ must simultaneously influence and change conceptions of preschool education. He discusses the main school subjects.

6.4 Teaching aids and technical teaching equipment

375. L'audio-visuel. /Audio-visual aids./

L'éducation enfantine, 1981, No.7, pp.7-25.
6 photographs, 6 refs.

This summary article deals with the individual kinds of audio-visual aids. One of significant means, so far little appreciated in education and little used, is the photograph, which surrounds the child in an increasing extent. The photograph becomes a specific means of understanding on condition that the child is ready for "picture reading" and that it can make snaps with its own camera. If there is a darkroom in the nursery school, the teachers may enrich educational methods and also take snapshots of the children in the course of various activities, thus contributing to their better understanding. Another successful aid used in the nursery school is the tape-recorder, which brings both the teacher and the children many opportunities for animating the educational methods. - It is due to the development of didactic techniques that the principles used in designing teaching machines are applied to teaching aids for preschoolers that are aimed at developing the motor movements, speech, mathematical thinking and reading skills. - French nursery schools are equipped with audio-visual aids in a varying degree. Special educational documentation centres offer help in their selection and installation.

The final part of the article contains a list of books and magazines, films, gramophone records and colour slides supplemented with texts.

376. BORENZWEIG, J. - WIMSHURST, A.: Learning kits for young native Americans.

Young Children, 36, 1981, No.4, pp.18-23.
2 sketches, 2 figs., 7 refs.

The authoresses describe sets of materials and aids arranged according to children's age and designed for use by children at home under the supervision of their parents. The kits were first used in 1977 and since then, 42 various sets have been developed to stimulate the child's various activities and its psychology. The materials are supplemented with record sheets where the parents may record the level of the child's activities and its development.

377. BOROVSKAYA, L.: Osnahcheniye uchebnogo processa na logopedicheskikh zanyatiyakh. /Equipment for the teaching process in speech therapy occupation./

Doshkolnoye vospitaniye, 1981, No.10, pp.32-34.
1 table.

The experience of a nursery school for children with speech defects is described. The authoress gives an instruction on how to classify and store demonstration material usefully. The materials include primarily: 1. Materials used by the children. Pictures with various topics dimensioned 10 x 10 cm for each child. 2. Demonstration material used by the teacher in her work. It is classified according to topics. 3. File of verses, puzzles, nursery rhymes. 4. File of children's literature. The respective literature on the individual topics is mentioned and accompanied by a brief characteristic. When preparing the occupation, the speech therapist finds out in the file which books or aids can be used. A similar system can be used in methodological preparation rooms where all materials for work are concentrated in accordance with the curricula of educational work.

378. 18. Didacta eurodidac.

Der Schweizerische Kindergarten, 71, 1981, No.3, p.178.

This is information on the Didacta 81 exhibition that took place in Basel. Among other things, a complete set of Fröbelian didactic materials was displayed. Didactic materials designed for the development of hearing and speech and called "Sounds of everyday life" and "Learn to listen, learn to speak" were especially remarkable. They contain recordings of about 100 sounds of everyday life. The children try to distinguish the sounds, combine them with pictures, learn parallel words; all this takes the form of a play.

379. FIRLIK, R.J.: Display as a teaching strategy.

Childhood Education, 57, 1980, No.1, pp.26-32.
11 photographs.

An attractive classroom display is an effective aid used in the best British schools. The author gives a review of experience in arranging displays that he gained during his three-year stay at British primary schools in Oxfordshire. Children learn easier through observation, through handling the materials and aids and expressing their own views. An effective demonstration of these materials serves to promote instruction. Several basic principles for arranging classroom displays are mentioned, such as the presentation of children's work and its evaluation, care for the appearance of children's work. The display should attract the children's attention and make them think over what they have seen and tried. It should create a pleasant aesthetic environment. Demonstration can be considered as a teaching strategy. Teachers should arrange displays enabling the children to handle objects and experiment with them. Practical demonstration of handling displayed bottles containing various materials and experimenting with them may be given as an example. All children are made to participate in the activity by means of work cards and tasks set individually to each child. The demonstration may be oriented at the teacher or at the child, or it may be a combination of both. Compared with a notice board, a display secures active participation of children in cooperation with the teacher and stimulates the children to show "hidden talents" in many ways. It is necessary to extend ways of presentation as each child comprehends in a different way /when getting familiar with the function of wood, they may pass over to their own creation of wooden objects and thus to environmental protection/. The basic requirements for a good display are summarized /arrangement and choice of materials, way of presenting them/. A good-quality display provides the children with rich, stimulative classroom environment.

380. GIUGNI, G.: *I sussidi audiovisi e il loro riflesso sull'animo infantile.* /Audiovisual aids and their reflection in the child's mind./

Scuola materna, *68*, 1981, No.13, pp.833-835.
2 refs.

This is a systematically arranged contemplation - starting with the definition of audio-visual aids and their individual types and proceeding to the advantages and limits of their use in education with respect to the psychological peculiarities of children and especially to the mediatory and supplementary role of the educator and his methods in the utilization of these aids.

381. ILIEVA, R.: *Graficheskо onagledyavane v obuchenieto po matematika.* /Graphic representation in teaching mathematics./

Nachalno obrazovanie, *21*, 1981, No.7, pp.52-55.
10 figs., 4 refs.

In the contemporary reorganized system of teaching mathematics, the mastering of basic mathematical concepts is concentrated in grades one to three. This stresses the role of demonstration teaching. The authoress conducted a research study aimed at showing the possibilities of use of graphic means in solving verbal exercises and determining the effect of these aids on the pupils' knowledge and skills.

382. IMPERATORI, G.: *La preparazione dei sussidi didattici.* /Preparation of didactic aids./

Scuola materna, 68, 1981, No.7, pp.448-465; No.8, pp.528-529; No.9, pp.592-601; No.10, pp.664-665; No.11, pp.728-729; No.12, pp.792-793; No.13, pp.856-857; No.14, pp.920-921; No.15, pp.984-985; No.16, pp. 1048-1049; No.18, pp.1166-1168.

This remarkable study of didactic aids and their position in programmed education of nursery school children was published in the Italian magazine Scuola materna as a yearly serial /it always appeared on the central two pages with illustrations/. The articles showed methodological deliberation - the aim was an all-round development of children aged three to six - and high concreteness. Each issue brought practical instructions on how to make certain aids /by teachers, parents, children/ and a characteristic of the respective didactic aim, possible modifications for various purposes and directions for their methodological use. The whole serial was drafted systematically, the authoress started with sensory and perception plays /and aids for this purpose/ and ended with aids developing the logical abilities and skills and manual experience. Each of the practical instructions is accompanied by a methodological reflection /No. 8 with a general reflection entitled "Necessity of methodology" deserves special attention/. The instructions are mostly concerned with various types of composition sets, dominoes, cut-outs and the like that are easy to make and offer considerable possibilities for building whole series /such as flowers, human figures, animals, landscapes .... etc./. Illustrations from commercial and advertizing catalogues, magazines and the like can be used as materials.

383. JANČÍKOVÁ, M.: Využívání diapozitivů při rozvíjení poznání. /Using colour slides to develop knowledge./ Predškolská výchova, 35, 1980/1981, No.8, pp.16-17. 1 figure.

The authoress describes her experience with the use of a set of colour slides showing the use of machines in agriculture. The slides were shown after a year of observing the phenomena and work of people in agriculture. Slides stimulated the children to talk of farmers´ work. The children described their experience and realized how machines facilitated the farmers´ work.

384. JANUS, H.: Jednoduchý premietací prístroj. /A simple projector./

Predškolská výchova, 35, 1980/1981, No.10, p.30.
1 photograph.

This is a description of an easily portable simple small-size projector. It is used for projecting 8-mm Super films. The movement of the film strip can be stopped at any moment whenever the teacher wants to show the children something or remind them of some details on the film strip.

385. JELÍNEK, J. - KŘIVÁNEK, Z.: Psací stroj jako didaktická hračka. /The typewriter as a didactic toy./

Hračka, 16, 1981, No.1, pp.14-16; No.2, pp.8-9.

This professional paper is devoted to the importance and possibilities of use of a children's typewriter in the education of preschoolers and younger school children. This didactic toy makes the children actively acquainted with the fundamentals of printed and written letters of their mother tongue and their reading as well as with the alphabets of other languages. The children's typewriter - trainer is fitted with a keyboard with exchangeable colour pushbuttons marked with symbols, a panel and lamps, model plate and rollers for the fitting and shifting of strips with children's exercises, pictures and texts. Children can also get acquainted with various numerical symbols /Arabic and Roman numerals/, monetary units, units of weights and measures, the Morse alphabet, elements of programming languages. The article is supplemented with a description of the results of an experiment examining the effect of short "typing" lessons on the acceleration of spontaneous mastering of the knowledge of letters in preschool age.

386. YEL´NIKOVA, K.: Tekhnicheskiye sredstva obucheniya - na urokakh metodiki oznakomleniya s prirodoy.
/Technical teaching aids in lessons of methodology of nature study./

Doshkolnoye vospitaniye, 1981, No.12, pp.77-78.

Films may be used as an introduction to a new topic, another time to extend and supplement the pupils´ knowledge or to reinforce and repeat the subject matter taught. The film should be preceded by an introductory talk in which the teacher draws attention to the most important parts and gives the pupils tasks. The authoress mentions several films on nature and the respective questions and tasks.

387. KAPICA, G.: Domino fonematyczne. Wartość dydaktyczna.
/Phonemic domino - its didactic value./

Wychowanie w przedszkolu, 34, 1981, No.2, pp.120-124. 24 figs.

This is information on the use of a domino combining pictures with letters /on the back side/; it is designed especially for children that make more rapid progress in their intellectual development. Domino play motivates and stimulates their interest in independent reading. It is designed for children between the ages of six and seven.

388. MICHELET, A.: *Le matériel éducatif et la pédagogie de l'apprentissage.* /Educational materials and pedagogy of learning./

L'école maternelle française, 1981, No.9, pp.17-24.

The author starts with asking the question whether French nursery schools are equipped with the necessary teaching aids. It is possible to find periods in the history of French nursery schools when natural environment was stressed and analytical aids were rejected as well as periods that brought new discoveries in this field. They are connected with the names of M.Carpentier, F. Fröbel, C. Decroly and others. In the conclusion of the article, the author gives the following answer to the starting question: Nowadays it is no longer possible to say that educational aids are unsuitable, it is only possible to express the view that a method of using educational aids is unsuitable.

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389. OPRAVILOVÁ, E.: Postižené dítě a hračka. /Handicapped children and toys./

Hračka, 16, 1981, No.1, pp.2-4.
2 figs.

This is a report on a survey made by first-year students of special education studying at the teacher training college of the Charles University of Prague. Within the framework of the survey, they visited various types of special nursery schools, children's wards of hospitals and sanatoriums and children's spa sanatoriums. The visits were aimed at ascertaining how these facilities were equipped with toys respecting the specific needs and peculiarities of handicapped children. The results of the survey showed that these facilities are equipped with toys but not with specialized ones. Most of the toys used /with the exception of aids for special schools produced by the national enterprise Komenium/ are ordinary ones prevailing in the market. They may fulfill their educational role for handicapped children only through a special way of use and after additional adjustment. Further, the article contains a number of observations and suggestions for toy manufacturers, who should be interested in manufacturing specific toys for handicapped children and thus improving the present-day unsatisfactory state of equipment of special child care facilities.

390. POLYAKOVA, A.: Sostavleniye zadaniy dlya programmirovannogo obucheniya. /Preparing tasks for programmed instruction./

Doshkolnoye vospitaniye, 1981, No.10, pp.67-69.
2 photographs.

The authoress describes experience with preparing tasks for programmed testing with the use of testers /these are produced by the Design Office of the Ministry of Secondary and Higher Education of the R.S.F.S.R./. For example, the programmed topic "Forming the collective and its effect on school children and preschoolers" was preceded by an introduction made by the usual methods. This was followed by the students' independent work with textbooks and supplementary literature. The students put down the main ideas in the form of abstracts. They did part of this work in the course of their lessons and part of it as homework. The authoress gives examples of exercises in educational science. Questions are followed by three answers and the students are to choose the correct one. Later, the students were given the task to prepare similar exercises for their classmates.

391. POLYAKOVA, A.: Tekhnicheskiye sredstva obucheniya. /Technical teaching aids./

Doshkolnoye vospitaniye, 1981, No.4, pp.62-65.

The authoress deals with films, slides and tape recordings. These means are not only source of information, they also stimulate activity in the pupils' thinking. When a new topic is introduced, they create an atmosphere necessary for the acceptance of the new material. The combination of visual and auditory perception makes the information material more accessible and more precise.

392. PROKOPOVÁ, R.: Praktické využití didaktické techniky. /Practical use of didactic aids./

Predškolská výchova, 35, 1980/1981, No.12, pp.24-25.
2 photographs.

This is a description of how a nursery school is equipped with didactic aids. Each class has its own tape recorder, record player, wireless set, TV set. Tapes with recordings are prepared for work with the tape recorder and supplemented with methodological sheets with the description of the contents. Each class has several basic records for use with the record player. Other records are stored in the stock room and are well-arranged according to their use in the separate kinds of occupation. Besides this basic equipment, the school has a special room for teaching aids. This room is equipped with a Meoclub projector for 16-mm films, 3 Aspectomats with cassettes and two Meotar overhead projectors, projection screens, lists of aids. The Meotar overhead projector offers wide possibilities of use. The school prepares its own skins for the projector. Several sets have been prepared so far. They not only represent certain objects, they help to develop the children's knowledge, facilitate their comprehension of connections and relations. Each child works with its own work sheet and the Meotar projector is used to check the correct results.

393. PROKOPOVÁ, R.: Praktické využití didaktické techniky. /Practical use of didactic aids./

Predškolská výchova, 36, 1981/1982, No.2, pp.20-22.
2 photographs, 3 figs., 1 table.

This is a description of the use of didactic aids that help to increase the effect and quality of educational work, motivate, variegate and enrich the teacher's work. Tapes with recordings are prepared for work with the tape-recorder and accompanied by methodological sheets with descriptions of the contents. The teacher has a few basic records in the classroom /fairy tales, folk songs, games with songs/ for the use of the record player; the other records are stored in the music education prep room. The school has a Meoclub projector and three Aspectomats with cassettes. The teachers themselves prepare sets for the Meotar overhead projector, such as fruits, vegetables, professions and trades, aids for the development of mathematical conceptions.

394. SVOBODOVÁ, L.: Výsledky výzkumu v praxi. /Research results in practice./

Predškolská výchova, 35, 1980/1981, No.11, pp.16-17.

The authoress is a teacher, who has cooperated with the teacher training college of Palacký University of Olomouc in the research of children's speech and assesses the contribution of this cooperation for her own work. The teachers were to record independent continuous utterances of children on tapes and thus to record the maximum of their vocabulary, their language abilities and the art of talking. At first, the children had to get used to the microphone. The best results were reached when the children were given the book "Svět kolem nás" /The world around us/ for examination and talked about the pictures; the teacher asked supplementary questions to help them develop the talk. Thus the teacher got into closer contact with the children and gained new experience that she makes use of in language education. Recordings may be used at teachers' meetings and P.T.A. meetings to give the parents an idea of the level of a specific age group; further, they may be used in cooperation with primary school teachers. The children get used gradually to expressing themselves continuously and clearly and gain healthy self-confidence.

395. SHCHERBININA, I.: Oborudovaniye logopedicheskogo kabineta. /The equipment of a speech therapy prep room./

Doshkolnoye vospitaniye, 1981, No.7, pp.34-35.
5 photographs.

The experience of a nursery school for children with speech defects is described. The speech therapy prep room is used for storing audio-visual aids.

396. TARATORKINA, F.: Ispol´zovaniye tekhnicheskikh sredstv obucheniya na zanyatiyakh. /Utilisation of technical teaching aids in children´s occupation./

Doshkolnoye vospitaniye, 1981, No.10, pp.16-17.

This is experience of a nursery school where colour slides were combined successfully with films with recorded music. For example, when the children learned S. Jesenin´s poem "The birch", the teachers projected pictures of a winter landscape. The combination of visual and auditory means helped the children to grasp more easily the meaning of new words, poetic turns and music pictures. The occupation was interesting for the children and thus it was also effective.

397. ULČOVÁ, J.: Modernizace ve výchovně vzdělávací práci. /Modernization in educational work./

Predškolská výchova, 35, 1980/1981, No.12, p.14.

The use of teaching aids is described. Books "Filip jí vtipnou kaši" /Philip sharpens his wit/ and "Rozumbrada Filip" /Clever Philip/ are designed for individual work but they may provide inspiration for the preparation of tasks for the whole group or for the preparation of aids developing mathematical concepts. Picture cards "Hledejte páry" /Find pairs/, "Říkej co dělají" /Say what they are doing/, "Hry se slovy" /Plays with words/ and others are suitable for language development. The authoress uses the record player, the tape recorder and the projector for physical training; a miniharmonium may supplement musical toys in music education.

7. CARE OF HEALTH AND PHYSICAL EDUCATION

7.1 Nutrition

398. AHRENHÖFER, U.: Stillen trotz verseuchter Umwelt ? /Breastfeeding in spite of polluted environment ?/

Spielen und lernen, 1981, No.10, pp.24-26.
2 photographs.

The authoress of the article, who is a doctor of natural science and studies the effects of the environment, reviews a book by E. Pröstler recommending women to breastfeed their babies and reports on her own research in the field of negative effects of the environment on mother´s milk. Although she herself considers breastfeeding as the most natural way of nourishing the baby and an important factor for the creation of the mother-baby relationship, she finds it neccessary to point out that even mother´s milk is contaminated with substances that are harmful for the baby with respect to the constant air pollution due to civilisation influences. It cannot be stated clearly to what extent these harmful substances represent real or potentional danger as the adaptability of the human organism is very wide. This problem should be closely watched not only by scientists, but also by the general public that may contribute to environmental protection and, if informed sufficiently, prevent the danger. In the final part of the article, the authoress asks everyone interested in these problems for cooperation and offers the services of the Bremen institute for examination of mothers' milk for contents of dangerous substances. She is willing to provide further information.

3 NEJDA, S.: Výživa v předškolním věku. /Nutrition at preschool age./

Rodina a škola, 28, 1981, No.1, p.11.

Parents are given advice on how to provide correct nutrition for their preschool child. The food should be valuable from the biological viewpoint, with sufficient quantities of fruit, vegetables, meat, bread, eggs, milk, cheese and other essential foodstuffs. The intake of food should be divided into four or five meals a day. The parents should keep regularity in nutrition and meal taking and they should develop such eating habits in their children that are good for their health and support their correct growth and development.

400. HEJDA, S.: Zlozvyky kolem jídla. /Bad eating habits./
Rodina a Škola, 28, 1981, No.12, p.11.

Problems of dislike to food are discussed - its causes, duration, re-education and prevention.

401. MAC CREA, N.L.: A down - under approach to parent and child food fun.
Childhood Education, 57, 1981, No.4, pp.216-222.
1 fig., 1 plot, 3 tables, 6 refs.

This is a characteristic of several approaches that may improve eating habits in the family. Help may be rendered either to the whole family or to its individual members, either directly or indirectly. It may concern only nutrition /purchase of food and money for food/, or education as well /activities, instruction combined with preparation of dishes/. Three procedures may be chosen: 1. for parents only; 2. for the whole family only; 3. for children only. The author has elaborated a short-time intensive work series for parents and children. It took place three times between June and October 1979 within the framework of the International Children's Year. The first seven programmes started in 1975 in cooperation with a number of specialists. The team included psychologists, a speech therapist, a physiotherapist, a work therapist, a social worker, a dietitian, kindergarten teachers, an infant nurse, an audiologist, a health worker, the district counsellor for preschool education, the inspector for preschool education, a school nurse /for primary and secondary schools/. Besides, all kindergarten teachers and nurses from child care facilities of Victoria's fifteen districts with its approx. 100,000 inhabitants participated in the programme. The main aim of the programme was help for families with preschool children under six with special needs. A room in a newly-built building was set apart for work meetings, lectures on nutrition and activities organised for young children and their parents. The room was fitted with a glass-walled observation box enabling undisturbed observation. A small yard adjoining the room was used for outdoor-activities. These could be observed through a window from the glass-walled box. Children with special needs aged two to five participated in the programme /children with overweight problems, with the Down syndrome, with only one parent, from bilingual environment/. The parents and the children's brothers and sisters could join the programme. Each of the series of five work meetings offered suggestions for the parents regarding nourishment for young children. Work meetings took place for two hours in the mornings, once a week, for five weeks. The first work meeting was designed for parents only and it covered two topics. In the first meeting, a dietitian described in detail the prenatal conditions /the father, the mother, the fetus/, nutrition needs of a suckling, a toddler and a preschooler and general principles of nutrition. This was discussed with the parents and they were recommended literature on nutrition.

The dietitian stressed the importance of the principle of five essential foodstuffs /cereals, vegetables and fruit, meat, milk, butter and fats/ and gave young parents information on the composition of food. The second meeting was concerned with joint work activities of parents and children. Topics concerning food were discussed in detail in each meeting. The preparation of dishes and aims of the preparation were described. A display of books on food and nutrition was prepared in the work room each week. Work meetings covered also the preparation of dishes for various nationalities. The final meeting was attended by parents only. They evaluated the whole cycle, got information on the suitability of some dishes, discussed more general problems of food preparation with dietitians. The children got practical experience in food preparation in their joint activity with the parents and they learnt to value food. They got to know food of animal and vegetable origin and the cycles through which food passes - production and processing, purchase, preparation and consumption. Food and meals are important aspects in the life of a young child and this modern method of work series enables the child to share food sensually with mum and dad, which has great importance for the child.

402. STEVENS, J.H. - BAXTER, D.H.: Malnutrition and children's development.

Young Children, 36, 1981, No.4, pp.60-71.
40 refs.

The authors gathered data on these problems from a number of research studies conducted in various parts of the world. Significant correlations were ascertained between insufficient nutrition in the first months of life and the child's psychological and intellectual development. Even insufficient nutrition of the mother during pregnancy affected the child's postnatal development. They paid attention mainly to an analysis of the situation in the United States where the problem of malnutrition concerns children from lower social strata. According to the research made by American scientists, children suffer also from lack of various substances, elements and vitamins.

7.2 Motor development and physical exercise, locomotive education.

403. ALIYEV, M. - MUNCHAYEV, K.: *Formirovaniye funktsii ravnovesiya.* /Strengthening the balance./

Doshkolnoye vospitaniye, 1981, No.6, pp.42-44.

It is necessary to train the children's motor and vestibular analyzers by means of exercise aimed at keeping the balance. The authors report on a survey aimed at ascertaining the age peculiarities of the function of static and dynamic balance in children aged 5 to 7 and testing special exercise improving the balance, especially in children that had problems with balance keeping. The exercise was divided into dynamic and static one. At first the exercise was done on the floor and later on a bench - its height increased from 15 to 45 cm. The authors describe the exercise in detail and give an example of exercise for the first and second term /two sets of fifteen exercises/. The exercise may be done in the course of occupation or as a part of the morning exercise.

404. BAREŠOVÁ, J.: Pohybové reedukační hry dětí předškolního věku. /Re-educative locomotive games of preschool children./

Otázky defektologie, 24, 1981/1982, No.4, pp. 145-154.
7 photographs.

These are instructions elaborated in detail for the training of re-educative locomotive games. Re-educative locomotive games form the contents of children's occupation in physical training, in the morning exercise, in physical training interludes. Besides, they are also important means of auditory education.

405. BLAŽEK, B.: Úloha pohybu v celku lidského života. /The role of motion in man's life./

Děti a my, 11, 1981, No.3, pp.10-12. Cont.
4 photographs.

In his whole history, man has always longed for new possibilities of motion. Motion can be understood as learning. The author compares the physical development of a suckling and a puppy - he gives a characteristic of similarities and dissimilarities. Both these creatures own a number of soft, mutually dissimilar motions, not linked in any sequence and sometimes even dangerous for them. They have to learn on the basis of their own experience which motions are "bad". Sometimes the mother cannot let it go that far as it would cost them their life. She uses rewards and punishments for good and bad motions. The human baby does not know any distinction between play and work, nor between playfulness and balance. Motor abilities develop in the direction from the head to the legs and from the centre to the periphery. This period of development - strategy of learning through movement - is unprecedented: in a single year the human baby is unrivalled as it has managed to learn erect walk and to understand human speech. The role of motion in the three childhood periods /one to three, three to six, and six to ten years/ is described. The toddler becomes an upright human. J.S. Bruner examined how coordination between symbols and hand movements is formed in children and made an important observation: till the age of about eight months the child maintains the following sequence: reaching - grasping - return motion - insertion into the mouth. The last phase disappears later. Thus the child proceeds from undifferentiated exploratory tasting to a differentiation of two kinds of activity. Further, the toddler starts differentiating between touching and looking, rough motor movements with the whole body start separating from the fine motor movements of the hand. Physical motion becomes an obsession for the child. Only roles limited by a relation to someone else are differentiated in the child's activity: runner, builder, explorer.

The role of motion in preschool age is described. In this period, the upright human turns into a social human being. The child is willing to train something only for the sake of learning it. Toddlers are interested in individual sports activity whereas at preschool age group sports activities prevail.

The toddler runs because it must, the preschooler learns to ride a bicycle and a scooter only because he wants to master it. A school child takes part in group physical training. Physical training gets to the fore of attention and will and thus children give performances that are sometimes even dangerous for their health. School children like to compete with children of the same age and the results are more important for them than the sense of the activity. This is a period in which the children master running, swimming, skating and skiing. It is a latency period. Competitions of individuals change into competitions of groups. Groups create their own secret languages. One of the most intense feelings is the feeling of belonging to a group like this and a feeling of distress if one is ousted. Thus the child identifies itself with the group and turns into a fancier. The role of motion changes - the main thing is competition in motion, not the motion itself. In this period, the difference between play /understood as entertainment/ and work becomes sharp. The child begins to be able and willing to work even for the sake of its motor development.

406. BLIME, F.: La notion de corps dans la pédagogie pré-élémentaire. /The notion of body in preschool education./

L'éducation enfantine, 1981, No.3, pp.16-21.
2 photographs, 7 refs.

Nursery school cares for the child's physical development; physical training is included in the complex of the education of the child's whole personality. The article presents views of outstanding scientists, especially psychologists, on how the child's physical development conditions the development of its mental functions and all sides of the child's personality.

407. BRÁZDOVÁ, E.: Tělesná výchova dětí jeselního věku. /Physical training of children under three./

Predškolská výchova, 36, 1981/1982, No.1, pp.10-13.
3 photographs.

Infancy and preschool age have the most prerequisites for motor development. Neglecting the basic motor skills would be a mistake that would be difficult to make up for later. One of the prerequisites of increasing the level of physical training in child care facilities is controlled providing of child care workers with information. This means primarily post-G.C.E. specialization study, courses in psychology and education, regional and district seminars. Another prerequisite for successful physical training is a suitable space for exercise and didactic aids. Stress is laid on exercise in the open air, in the garden or on a terrace of the child care facility. A suitable equipment of the playroom is important for the winter period. The motor development of a very young child depends on the stimulation and the overall atmosphere in which the child is won over for motion. Motor and sensory instructions are used. Singing, rhytmic rhymes and the like help to improve the child´s movements. Organizational forms of physical training in child care facilities include: morning exercise, physical training occupation, stay out of doors, physical training interludes, afternoon activities. The utilization of all opportunities for physical training activity belongs to factors decreasing the sickness rate and bringing joy and refreshment both to children and the nurses.

408. BRYSKINA, N.:Sovmestnaya deyatel´nost´ pedagogicheskikh i meditsinskikh rabotnikov po ukrepleniyu zdorov´ya detey. /Cooperation of educational and medical staff in strengthening the children´s health./

Doshkolnoye vospitaniye, 1981, No.9, pp.15-18.

Educational and medical workers cooperate in implementing the following measures: Discussion of problems of physical culture at operative and educational meetings; consultations and seminars for all categories of workers /topics are laid down in the yearly plan of physical training/; medical examinations in the presence of the respective class teachers; medical and educational checking of morning exercise, occupation in physical training, motor activities in the course of walks; keeping the teachers and parents informed of the results of medical examinations; school of young mothers /for parents of newly accepted children/; regular individual consultations with the doctor or the staff; doctors' lectures at parents' meetings. A plan of the inspection of physical training was prepared for the whole year. The inspection was carried out by a doctor, the headmistress, a methodologist and a nurse. In the course of physical training, the nurse feels the children's pulse to determine their physical loading, chronometric measurements are taken in the course of locomotive games on walks. The headmistress and the methodologist check the methods used. The school nurse keeps medical records. The records enable individual approach to each child. The nurse analyzes the children's sickness rate each month. When the sickness rate is higher, its causes are examined. Considerable attention is paid to the children's stay in the open air: their clothing is adjusted to outside temperature, various activities are carried out in turn, the children have a lot of movement.

409. ČEPČIANSKÁ, E.: Akrobatické cvičenie detí v predškolskom veku. /Acrobatic exercise of preschoolers./

Základní a rekreační tělesná výchova, 26, 1981, No.3, pp.14-15.

The authoress discusses the role of acrobatic exercise by preschool children. She present methodological remarks and a repertoir of acrobatic exercise linked methodologically.

410. DAVIDOVÁ, E.: Realizace úkolů tělesné výchovy v průběhu dne. /Fulfilling the tasks of physical training during the day./

Predškolská výchova, 36, 1981/1982, No.1, pp.3-9.
6 photographs.

Experience from the Jičín district is generalized. The composition of morning exercise is described. It should respect the children's age and their individual peculiarities, it should be diversified to motivate the children and entice them for exercise. The contents of morning exercise cannot be the same for a whole week. The following kinds of exercise are used for children's occupation to use maximum time and eliminate idle moments: group exercise with supplementary exercise, hurdle run training, exercise on posts. The final part of the occupation is usually devoted to musical and gestural education. Stay in the open air uses natural conditions to train deftness, balance, throws and jumps as well as fighting games. The teachers offer the children enough opportunity for spontaneous motion activities. Some more exercise may be planned for the period after the afternoon sleep and the afternoon meal may be followed by physical activity. The presence of a smaller number of children makes it possible to do acrobatic exercise at that time.

411. L'éducation physique. /Physical education./
L'éducation enfantine, 1981, No.4, pp.7-25.
15 photographs. 1 table.

The article contains several chapters by various authors, who reflect - from various viewpoints - on the implementation of two official guidelines issued in March, 1981, and aimed at increasing the level of physical training in nursery schools. The first one deals with preschool physical training as a whole, the other one concerns the bathing of children in swimming-pools. The present problem faced in towns is lack of suitable playgrounds and lack of space for spontaneous development and control of children's movement as such. The establishment and equipment of a playground and garden or a school yard brings financial problems as well as personnel problems /maintenance, supervision etc./. Experience has shown that it is suitable to use plastic colour boxes that can be used both for sitting and playing in gardens. The main activity of children in the swimming-pool is mastering the fundamentals of swimming; this is trained both individually and in groups. A list of recommended literature and physical training aids is presented in the final part of the article.

412. GLADILINA, L.: Formirovaniye dvigatel'nykh navykov. /Forming locomotive habits./

Doshkolnoye vospitaniye, 1981, No.9, pp.82-84.

The occupation in music education includes many basic kinds of exercise, as well as the training of walk, run, jump and the like. The same kinds of exercise are included in the physical training occupation and this is why the music teacher should cooperate with both class teachers. The authoress gives examples of such cooperation contributing to the unification of requirements regarding the performance, quality and dynamics of exercise.

413. GRANEC, K.: Plní ranné cvičenie svoje poslanie ? /Does morning exercise fulfil its puppose ?/

Predškolská výchova, 36, 1981/1982, No.1, pp.8-12.

Morning exercise is one of the most important organisational forms of physical training because it takes place every day. The author informs of a survey examining the loading of children in the course of morning exercise. He followed 1024 children attending nursery schools in the region of Central Slovakia. The response of the cardiovascular system to physical activity was checked by finding the number of pulses per minute. The pulsation was 133 in thre- to four-year-olds, 132 in four- to five-year-olds and 128 in five- to six-year-olds. The legs were activated most in the course of morning exercise. However, the essence of morning exercise lies in physical exertion of the whole body. Morning exercise should cover all muscular groups, the child's whole body should participate. Each muscular group should be set in action by one or two kinds of exercise that should be repeated eight to ten times. A loading having a positive impact on the development of the child's organism should result in the following pulsation: 160 - 180 in children aged 3 to 4, 170 - 190 in children aged 4 to 5, 180 - 200 in children aged 5 to 6.

414. GRIGOROVA, D. - BOZHILOV, M.: Muzikata v zanyatieto po fizichesko văzpitaniye. /Music in physical training lessons./

Preduchilishtno văzpitaniye, 29, 1981, No.10, pp.8-12. 6 figs.

The authors examined to what extent music and musical accompaniment was used in physical training in nursery schools. It turned out that music was used very little. This is why tape recordings of suitable musical accompaniment for the exercise of various age groups were prepared and the authors show the possibilities of their use and give valuable practical advice.

415. GRISHIN, V.: Igry s serso. /Games with rings./

Doshkolnoye vospitaniye, 1981, No.12, pp.28-31.

Games with rings are suitable for training swiftness, strength, speed, perseverance; they help in orientation in space, improve coordination of movements, train the vestibular system, contribute to an overall strengthening of the child's organism. Rings with a diameter ranging between 20 and 50 cm are recommended. The author describes several games with rings that can be played especially out of doors.

416. KHRISTOVA, E.: Vzaimodeystviye mezhdu fizicheskoto i trudovo văzpitaniye. /Mutual effect of physical training and work education./

Preduchilishtno văzpitaniye, 29, 1981, No.7, pp.8-15.

The problem of mutual effect of physical training and work education is very complex, especially in children aged 3 to 7. The authoress proceeds from her own experience to show that age peculiarities of children should be primarily respected. This is a vital prerequisite for effective work in the forming of children's motion and work experience, in planning and organizing practical activity, in the selection of aims etc.

417. KÁŠOVÁ, J.: Pohybová aktivita od dětství. /Motor activity since the childhood./

Děti a my, 11, 1981, No.4, pp.8-10.
2 photographs.

Motion belongs to the basic manifestations and needs of a healthy child. The child should be given enough opportunity for free movement since its youngest age. Toys in vivid colours may be hanged over a suckling's cot. The development of fine motor movements may be stimulated by various blocks, boxes and cups.
The neuropsychological and motor development of a baby may be accelerated by special exercise for sucklings. The parents may get acquainted with it at various lectures accompanied by films /Pohybová výchova I. - IV., ÚZV Prague - Gestural education I. - IV./. The locomotive education of a preschool child should concentrate on training its deftness, swiftness and overcoming of obstacles. A list of suitable aids for locomotive education is presented. Basic information on forms of locomotive education of a preschool child is contained in a booklet by J. Berdychová called "Mámo, táto cvičte se mnou" /Mum, dad, do exercise with me/. The role of motion at older preschool age is discussed, Correct nutrition, daily motion in fresh air and hardening are important for increasing the child's power of resistance to colds. The problems of raising clumsy children are discussed. The effort of teachers and parents should concentrate on a more tolerant attitude to the assessment of children's performance and patient training of those kinds of exercise that the child masters only with

difficulty. The construction and maintenance of children's playgrounds are offset by insufficient space, lack of staff and trainers.

418. KOLÁŘOVÁ, B.: Tělesná výchova ve školách v přírodě. /Physical training in fresh-air schools./

Predškolská výchova, 36, 1981/1982, No.1, pp.21-24.

The stay in fresh-air schools makes it possible to give children the whole scope of physical training in the course of the whole day. A description is given of the contents and methodology of physical exercise with maximum use of natural conditions. This is a kind of exercise forming a part of the morning exercise or used as introduction to an occupation. Further, various kinds of training natural exercise /walk, run etc./ motivated by natural conditions are described.

419. KOMAROVA, N.: Vospitaniye pravil'noy osanki. /Training the correct posture./

Doshkolnoye vospitaniye, 1981, No.7, pp.25-28.

Although nursery school creates favourable conditions for the correct physical development of children, many of them show beginning incorrect posture. Teachers were present during the medical examination and thus they learnt the methods of checking the correct posture. The doctor gave instructions on how to remedy the beginning defect. A rational motion regime was prepared. Besides occupation in physical training, exercise /taking 5 to 6 minutes/ was inserted between two kinds of occupation and after the afternoon sleep. Especially locomotive games with elements of corrective exercise were played. Special exercise strengthening the correct posture was done at the wall /the exercise is described in the article/; further, balance exercise with loads on the head was included /the load was a bag of sand weighing 500 g/. The work centered in physical training occupation /several variants are mentioned/. Basic exercise with a ball proved successful /a set of exercises is given/. The parents were made familiar with the results of the medical examination and teachers recommended them suitable morning exercise for the children. The nurse showed some parents individual corrective exercise.

420. LESNÝ, I.: Neobratné děti. /Clumsy children./
Rodina a škola, 28, 1981, No.8, p.5.

The causes, manifestations and treatment of clumsiness in children are described. Clumsy children have never been subject of medical care. Clumsiness was considered rather an amusing quality /for the others/ and there was no reason why to treat it. Only lately has it drawn more attention of Czechoslovak paediatric neurologists. New tests help to discover the cause of infant clumsiness and show ways towards remedy /special exercise according to the cause of clumsiness/.

421. LESHTAROVA, M.: Regulirane na dvigatelnata aktivnost v syushetno-rolevite igri. /Control of motor activity in task-oriented plays./

Preduchilishtno văspitaniye, 29, 1981, No.3, pp.39-42.

Educational practice devotes little attention to the problems of controlling motor activity. The process should be controlled in two ways: children should be made familiar with the movements of various objects and their demonstration /e.g. the running of wheels, the ride of a car/ and various movements should be used in plays. The teacher's activity should respect the task of the play and its aims.

422. NANKOV, K.: Usvoyavane na novo dvigatelno deystviye. /Mastering a new motion element./

Preduchilishtno văspitaniye, 29, 1981, No.4, pp.12-19. 1 photograph.

Each motor activity has its own physiological peculiarities that influence considerably the methods of developing it. The author presents the results of a research study of training new movements together with the respective methods for use in practice.

423. PENZULAYEVA, L.: Planirovaniye fizkul'turnykh zanyatiy. /Planning physical training occupation./

Doshkolnoye vospitaniye, 1981, No.8, pp.4-11.

An illustration is given of 36 physical training occupations for the class of older children for the period between September and May. The authoress proceeds from the principle that the forming of motor qualities and habits requires more frequent repetition of the exercise in comparatively short time intervals. All kinds of motions are linked in the example presented here. The plan includes exercise in balance, jumps and throws in the first week of the month, jumps, throws and crawling in the second week, throwing, crawling and balance exercise in the third week and, finally, crawling, balance exercise and jumps in the fourth week. The locomotive game that comes at the end of each occupation contains elements of the motions that were trained in the preceding week. This means that all kinds of basic movements are trained in the course of the whole month. Each of the occupations described is repeated twice with changes in the quantity of exercise and in the organization of the occupation made by the teacher as necessary. The aim of each occupation, the necessary aids and a description of its contents are given.

424. PUHALLOVÁ, Ž. - KVETKOVÁ, J.: Základná rekreačná telesná výchova. /Basic recreational physical training./
Predškolská výchova, 16, 1981/1982, No.1, pp.4-7.
2 photographs.

Joint exercise of parents and their children has been organized for five years in the nursery school in Revúca. The children learnt a mass exercise composition called "Lečte, bílé holubičky" /Fly, white doves/ and performed it in public in Revúca and at a district show. On average, the exercise is attended by 20 pairs; the exercise takes place once a week.
The contents of the exercise and the structure of the training are prepared on the basis of instructions published in a book by J. Berdychová. Snow conditions are used in winter, the exercise takes place out of doors in spring and summer and tourist marches are organized into the surroundings.

425. RUNOVA, M.: Rukovodstvo samostoyatel´noy dvigatel´noy deyatel´nost´yu na progulke zimoy. /Controlling independent motion activities on a winter walk./
Doshkolnoye vospitaniye, 1981, No.12, pp.20-21.

Independent motion activities take up 60 to 85 per cent of time in the course of winter stay out of doors. A suitable equipment of the nursery school garden gives opportunities for various activities and enriches the children´s play. Older children may organize independently well-known locomotive games, plays not orientated at any special task, such as running quickly between two lines, climbing a snow mound, shooting with snow balls. Further, sports activities should be mentioned, such as tobogganing, skiing, skating /the oldest children/. When controlling these plays, the teacher must respect the children's individual qualities. Less mobile children should be stimulated to motion, too mobile children should be checked and given tasks leading to self-control and improving their discipline.

426. SANDBLAD, C.E.: Motion /m/: Mera dans i förskolan !
/Motion: More dance in nursery schools./
Förskolan, 64, 1981, No.3, pp.5, 29-30.
1 fig.

Motion is an important element of education. It is advantageous to start up cooperation with a dancing school. Motor development relieves children of later feelings of uncertainty. Children attending preschool facilities should learn classical, folk and modern dances. Gestural education should be closely connected with music.

427. ŠOBROVÁ, D.: Nejmladší žactvo. /The youngest pupils./
Základní a rekreační tělesná výchova, 26, 1981, No.4, pp.5-6.
1 fig.

The authoress gives an example of a physical training lesson for the youngest pupils. She uses polystyrene bricks in the lesson. Rings reaching to the arms and bricks are used in the main part of the lesson.

428. UDALAYA, A.: Razvitiye dvizheniy u malyshey na progulke. /Developing motion in small children on a walk./
Doshkolnoye vospitaniye, 1981, No.2, pp.59-63.

Systematic motor activity, especially if carried out in fresh air, is very important for the physical and mental development of the child. At the same time, motion stimulates the development of speech. Basic movements, such as running, walking, crawling, throwing, jumping are the most important ones as they activate large groups of muscles. The authoress describes in detail the methods used for training these movements in children between the ages of one and three. Children's desire for motion is stimulated by various toys, such as flags and whirligigs.

429. **WINTER, R.:** Grundlegende Orientierungen zur entwicklungsgemässen Vervollkommnung der Bewegungskoordination im Kindes- und Jugendalter. /Basic orientation for the perfection of movement coordination adequate to development in childhood and youth./

Medizin und Sport, 21, 1981, No.7, pp.194-198.
Continued.

Generalised observations on basic requirements for a perfection of movement coordination in young children adequate to their development are made on the basis of previous knowledge and experience. A detailed reasoning is given. The necessary perfection of movement coordination is stressed. Views shared by sports doctors and educationalists are presented.

7.3 Health care aspects; daily routine

730. **PRÝBOVÁ, Z.:** Dětská onkologie. /Paediatric oncology./
Děti a my, 11, 1981, No.1, pp.17-18.

This is an interview with the head physician of the paediatric oncology ward of children's hospital in Prague-Motol on the prevention, diagnosing and treatment of cancer in children. The present-day situation in medical care for children suffering from malignant tumors is characterized. Paediatric oncology came into being with respect to two important factors: a/ world-wide increase in the occurence of tumorous diseases in children /malignant tumors take the second place as cause of infant mortality/; b/ paediatric oncologists are able to cure 60 - 65 per cent of all children suffering from malignant tumors at present. The duties of a paediatric oncologist include psychological care for the badly affected family of the sick child. The aggressivity of anti-tumor treatment brings good results as well as lethal complications that the physicians do not always succeed in overcoming. The qualities required from a paediatric oncologist are characterized. Research tasks facing experimental oncology are enumerated.

431. GEUBELLE, F.: Enfants malades en crèche. /Sick children in the crèche./

L'enfant, 1981, No.5, pp.423-440.

The author, who is professor of paediatrics in Liege, discusses four basic questions: 1. Which diseases can be treated in the crèche and which cannot; 2. What are the conditions required for prevention and treatment in crèches; 3. What are the limits of responsibility of the crèche staff; 4. What are the forms of care for sick children. The author deals with specific symptoms of infectious diseases affecting children, allergies and diseases of the respiratory tract from the viewpoint of their treatment in the crèche.

432. HÁJKOVÁ, E.: Dětská infekce a současná imunologie. /Children's infection and present-day immunology./ Děti a my, 11, 1981, No.3, pp.17-18.

A definition of immunology is given /it deals with the power of an organism to resist foreign bodies/. Clinical immunology, as an independent branch, is based on theoretical /and experimental/ immunology. Laws of immunology are tested on animals and the observations are introduced into clinical practice. Clinical immunology wards are established in regional hospitals. Disorders of the immunity system are characterized: decreased immunity /eye, skin, kidney diseases and tumors/; increased immunity /allergies, hayfever, asthma/; immunity to one's own tissues /joint tissue in rheumatic diseases/. A characteristic of immunological disturbances is given. The main reason is defective regulation of immunity actions. Immunological diseases may be inborn or acquired /due to drugs, antibiotics/. The tasks of immunology in the care for children's health are described. Children suffering often from infections must undergo an immunological examination. Children with immunity system defects must get proper nutrition, lots of vitamins, they must have a regular, reasonable daily routine, lots of sleep, air, motion. Proteins, fats and carbohydrates are indispensable. If they get little proteins, their immunity drops. They need more vitamins, especially A and C. The food should not be irritative.

433. HÁJKOVÁ, E.: Dítě s cukrovkou. /A diabetic child./
Děti a my, 11, 1981, No.1, pp.14-15.

This is an interview with the head physician of the ward for diabetic children at the Second Children's Clinic of the Faculty Hospital on the treatment and raising of diabetic children. The basis of correct treatment is a correctly dosed insulin, correct nutrition - diet - and motion. The problems of raising a diabetic child in the family and parents' role in this extraordinary care are discussed. Diabetic counselling centres and schools help in the education of these children /they organize camps for diabetic children, give them vocational guidance etc./.

434. HOUŠTĚK, J.: Zdraví pro všechny do roku 2000. /Health for everyone till 2000./
Československá pediatrie, 36, 1981, No.7, pp.397-399.

In 1977, the plenary session of the World Health Organization /WHO/ adopted a resolution according to which it will be the main task of governments of various countries and the WHO to reach such standard of health till 2000 that will enable all people to lead a productive way of life both socially and economically. The author reports on the results of the International Conference on Basic Health Care that took place in Alma Ata in the USSR in September 1978 and outlined the main ways of implementing the task. The main tasks and outlooks of the care for mother and child have been worked out in the Czech Socialist Republic in general and a prognosis has been elaborated within the framework of the task "Healthy physical, mental and social development of the child". This material has been prepared in the Czechoslovak Academy of Science and submitted to the government for approval.

435. KANTNER, V.: Lupenka ve světle nových poznatků. /Psoriasis in the light of new knowledge./
Děti a my, 11, 1981, No.2, pp.17-18.

Psoriasis is characterised as a disease determined genetically and appearing at any age, most frequently in the second and third decade. It often afflicts children between the ages of 6 and 8 and the occurrence is highest in adolescence. It is a chronic disease lasting over long periods. The cause of psoriasis has not been explained reliably yet. Various types of psoriasis are described and characterised. Although it sometimes occurs in grave forms, it does not mostly endanger the life of the patient. Psychological effects are serious sometimes. Psoriasis may occur after some diseases, after antibiotics analgesics and drugs eliminating want of appetite as well as after psychological traumas. Medicines used for the treatment of psoriasis include primarily external remedies and drugs of a general nature. The curing of psoriasis is out of question. Psoriasis has so many forms occurring in the most diverse ways on the skin as well as on other organs and this is why treatment must be individual.

436. MILEV, P.: Dnevniyat reshim za shestgodishniya părvoklasnik - programa za zdrave. /Daily routine of a six-year-old first-grade pupil - health programme./
Nachalno obrazovaniye, 21, 1981, No.8, pp.14-19.
1 table.

The author discusses problems of the adaptation of a six-year-old child to specific conditions of life and work activity at school. On the basis of research, he arrives at the optimum plan of the child's daily routine; this plan should be adhered to especially in the course of the first year of school attendance.

437. NEZNAMOV, N.: O letney ozdorovitel´noy rabote. /Summer recreation./
Doshkolnoye vospitaniye, 1981, No.6, p.52.

The article describes experience from the children's town called "Vaskino" where about 3,000 children of employees of the ZIL motor car plant recreate every year. Attention is paid to alternating various activities of the children with rest in the daily routine. Natural conditions - the sun, air and water -

are used for hardening. The health of each child and its physical development are checked regularly. Water treatment is given twice a day, after the morning walk and in the evening. Smaller children pour water over their legs, older children take showers. The water temperature is decreased gradually. Suitable nutrition, good hygiene, good daily routine strengthen the children's health and have a positive effect on their behaviour.

438. NILSSON, L.: Risk för allergier och cancer. /Danger of allergies and cancer./

Förskolan, 64, 1981, No.8, p.5.

Waste products and dust pollute present-day industrial towns and preschool children cannot be protected from them. The situation in Sweden will have to be discussed in parliament soon.

439. RŮŽIČKA, J.: Nácvik na toaletu. /Toilet training./

Děti a my, 11, 1981, No.4, pp.19-20.
1 photograph.

This is a summary of advice, principles and methods that help in the toilet training of a toddler while simultaneously respecting the importance of toilet training for the development of the child's personality. The problems of bed-wetting in children over three and between five and seven years are discussed. The author summarises the principles that should be used in raising these children.

440. POKORNÁ, M.: *Spánek a odpočinek v předškolním věku.* /Sleep and rest at preschool age./

Rodina a škola, 28, 1981, No.4, p.11.

This is advice to parents on how to introduce an optimum life rhythm /alternating of experiences and activities and peaceful rest/ in preschool children. The parents should not forget the requirement for a sufficiently long evening contact of the child with its family. The child needs to spend at least two hours a day intensively and joyfully in the middle of its family and to participate in their work, rest and entertainment.

441. ŚLĘCZKOWSKI, A.: *Troska rodziców o zdrowie i rozwój fizyczny dzieci w wieku przedszkolnym.* /Parental care for the health and physical development of preschool children./

Kultura fizyczna, 35, 1981, No.1, pp.6-7.
4 refs.

The results of a survey covering 5680 parents and conducted in the period 1970 - 1972 and of a follow-up survey conducted in the years 1975 - 1979 are discussed. The attitudes of parents to their children's health and care for their physical development show certain changes towards higher parental interest and activity. The author summarises the survey results and compares them with relevant literature.

7.4 Becoming hardy

442. MACHALOVÁ, L.: Naše zkušenosti se sauhování. /Our experience in taking sauna baths./
Rodina a Škola, 28, 1981, No.12, p.7.

Readers are made acquainted with the organisation and results of taking sauna baths by preschool children. Sauna baths are beneficial for the children's health /decreased occurrence of diseases of the upper respiratory tract and infectious children's diseases/ as well as for the development of their personalities. The children learn to control their behaviour in the sauna steam room, they learn courage in plunging into cold water in the swimming pool and considerateness in taking seats on benches etc. Last but not least, sauna baths develop the children's deftness and industry in self-attendance.

443. SPROCKOVÁ, N.: Dbajme o zdravie našich detí. /Let's care for the health of our children./

Predškolská výchova, 36, 1981/1982, No.1, pp.14-16.
1 photograph.

The resistance of an organism to diseases depends on age. The child begins to gain resistance since its birth. Resistance can be gained in the natural way /by overcoming a disease/ or artificially /by means of inoculation/. Resistance changes due to effects of the outside environment, climatic and meteorological conditions. It also depends on correct nutrition, on influences affecting the nervous system. Factors decreasing the child's resistance may be offset by hardening. This is why the correct way of living includes systematic, continuous hardening. It is necessary to perfect steadily and extend special forms of hardening and, especially, to make full use of its most easily accessible form, stay in fresh air. The child should spend at least six hours a day in fresh air. Movement in fresh air strengthens active resistance and this is why many activities included in nursery school programmes should take place out of doors.

444. STRNAD, S. - KRÁLOVÁ, R.: Saunování se osvědčilo. /Sauna baths proved successful./

Zdravotnická pracovnice, 31, 1981, No.5, pp.279-281.
1 table, 1 photograph .

The results of regular sauna baths given to a group of crèche children aged two to 3.9 years are described. In the course of nine months, each child visited the sauna nineteen times on the average. The sickness rate of children, especially inflammations of the upper respiratory tract, decreased by more than a half.

7.5. Safety education, traffic education

445. ABRAMOVA, I.: Za posnavane s pravilata na ulichnoto dvizheniye. /Getting to know traffic regulations./ Preduchilishtno vǎzpitaniye, 29, 1981, No.7, pp.36-40.

The orientation ability of preschool children is not strong and this is why the children do not know the criteria of safe movement in the streets. This peculiarity should be kept in mind when planning the sequence of individual tasks. Games and learning poems by heart help a lot. The authoress discusses procedures suitable for the reinforcement of knowledge.

446. ANDERSEN, U.: Mein Fahrrad. /My bike./ Spielen und lernen, 1981, No.4, pp.62-67. 6 photographs.

The authoress presents her experience with practical teaching on the example of a bicycle. Most preschool children have their own bicycles but their technical knowledge of the bicycle and their knowledge of traffic regulations is very bad. This is why the authoress devised a way of teaching the children both and she succeeded with surprising results - the boys were able to do minor repairs and maintenance work by themselves.

447. BÍNOVÁ, A.: Branná hra jako prostředek k poznání světa. /Military proficiency games as means of getting to know the world./

Predškolská výchova, 35, 1980/1981, No.10, pp.12-13.
2 photographs.

Military proficiency games enable various activities in natural conditions and give the children opportunity of experiencing various adventures, even romantic ones, adequate to the children's possibilities and abilities. They influence the development of personality, the forming of character, the attitude to oneself and to other children, the attitude to work and its results and, last but not least, to the society in which the child lives. The authoress describes an outing with military proficiency contents that was prepared for the children in cooperation with the children's parents, the "sponsor" factory, an apprentice centre, the primary school, Svazarm /Union for Cooperation with the Army/, the Union of Firemen and the police. The firemen showed the children how they rescued persons endangered by fire, policemen showed exercise with police dogs, Five- and six-year-olds and first-grade pupils participated in the military proficiency game called "Looking for a treasure". Finally, members of the youth organization from the sponsor factory prepared an entertainment programme with singing and concertina playing. An outing like this marks always the beginning of a fruitful cooperation of all participants.

448. BULISOVÁ, M.: Branné prvky. /Military proficiency elements./

Predškolská výchova, 35, 1980/1981, No.7, pp.15-16.

This is a description of a day-long military proficiency exercise. The children got to know places reminding of combat traditions of the people, they drilled military proficiency elements in the countryside. The afternoon rest was secured in a factory recreation house. They had to walk 6 km. The children mastered the walk, the military proficiency exercise as well as the day-long stay in the nature well physically and gained many impressions and experiences.

449. HRÍNOVÁ, D.: Výchova k dopravnej discipline. /Education in traffic discipline./

Predškolská výchova, 35, 1980/1981, No.11, pp.27-28.
2 photographs.

Teaching aids for traffic education are discussed. Traffic lights, a set of wooden conveyances and traffic signs, plastic vests with various conveyances that are used especially in various plays prove successful. Further, sets of films "Chlapci, pozor, červená" /Look out, boys, the red light is on/ and "Zvedavkova návšteva ZNB" /Nosey´s visit to the police station/, sets of pictures and cut-outs with traffic topics are used as aids in traffic education. The authoress describes a visit to a children´s traffic ground. There were a number of disturbing moments at play, such as new environment, the noise of vehicles and unfamiliar people. The teachers, together with the inspector, concentrated on orientation in the traffic according to basic signs, traffic lights and sound signals. Children that did not master riding the vehicle or that were too much occupied with their new vehicles had problems. Good results were achieved when the traffic inspector visited the nursery school and trained the children in the habit to look to both sides before stepping into the roadway. Minor puppet scenes are prepared for younger children at the traffic playground.

450. KURBATOVA, R.: "Zelenyi ogonek" v doshkol'nykh uchrezhdeniyakh. /"Green light" in preschool facilities./

Doshkolnoye vospitaniye, 1981, No.8, pp.33-35.

This is information on the results of a union-wide competition of preschool facilities called "Green light" and organised by the Main board of the State Traffic Inspection of the Ministry of the Interior of the USSR and the Preschool Education Department of the Ministry of Education of the USSR. More than 75,000 preschool facilities participated in the competition. Republic, regional, town and district organisational committees comprising education workers, members of executive soviet committees, policemen, representatives of Young Communist League organisations and journalists were set up to run the competition. Preschool facilities obtained the conditions of the competition and used them as a basis for the elaboration of plans of measures to be taken to prevent accidents involving children. As a result of the competition, conditions for traffic education improved. Traffic corners were set up in nursery school gardens, treadle cars, bicycles and scooters were provided. Methodological study rooms of preschool facilities were fitted with methodological literature, demonstration aids and audio-visual aids, games with traffic topics. Considerable attention was given to cooperation with the parents. They were invited to talks where policemen informed them of the causes of children's accidents, made them acquainted with the requirements applying to pedestrians. At the end of school year, the teachers - together with the parents - tried to choose the safest way to school for each future school-child. Traffic education pervaded all educational work. The children got acquainted with traffic regulations in the course of occupations and on walks. Educational work concentrated on developing qualities such as orientation in space, attention, concentration, responsibility. The teachers prepared displays of children's pictures showing correct behaviour of pedestrians. This contributed to the education of adults. Good experience was evaluated systematically and popularised in the press, wireless and TV. Pre-school facilities that were evaluated as the best ones got diplomas and presents.

451 KURČOVÁ, J.: *Práce s technickým materiálom.* /Work with technical materials./

Predškolská výchova, 35, 1980/1981, No.10, pp.5-6. 1 figure.

The experience of a teacher is described. She plans occupation in work education in the course of the year in such a way that the children get gradually acquainted with all accessible materials and with the technique of work with them. In the class for the youngest children, the teacher helps the children to fold, tear and glue paper. The teacher requires independent work from four- to five-year-olds in bending, folding, tearing, folding and glueing paper and in work with textile materials. A description is given of an occupation with the task of tearing out and sticking various kinds of fruits. In the class of the oldest children, stress is laid on precision, cleanness, independence and perseverance in work. The children used various techniques for work with paper, textile and wood. At the end of the year, they made - with the help of their teacher - fairy-tale characters and puppets of wood and textiles. The course of two occupations is described. The organisation of work should be thought over carefully to prevent accidents.

452. PROCHÁZKOVÁ, J.: "Deti ostoroshno - krasnyi svet !"
/"Look out, children, the red light is on"./

Doshkolnoye vospitaniye, 1981, No.9, pp.68-69.
4 photographs.

This is information on traffic education in a nursery school in Prague-Ďáblice where a talk was organised with a policeman. All nursery schools in Czechoslovakia are equipped with didactic aids and toys that contribute to traffic education. A film called "Děti, pozor, červená" /Look out, children, the red light is on/ was made. The Sluníčko /Sun/ magazine for preschool children has been organising a competition called "A good pedestrian" for several years. The competition is a game developing the thinking of children, it teaches them to draw independent conclusions. More than 50,000 preschool children have participated in the competition since 1975.

7.6 Essentials of sports activities

453. BLOOM, J.A. - MORROW, J.R.: Expressed parental fears and their influence on the teaching of beginning swimmers ages 3 - 7.

Early Childhood Education, 14, 1981, No.1, pp.30-35.
2 tables, 15 refs.

The study was aimed at determining the influence of parental attitudes and abilities on acquiring swimming skills in children. Most U.S. specialists are of the opinion that children below three should not be taught to swim although they do not fear water and although they can swim in the first few weeks after birth. Professional organizations promote well-planned programmes for the teaching of swimming to children between three and six but they prefer teaching at five or six years of age. The American Medical Society /1970/ states that a young child, even if it learns to swim, will not react in time if it is in danger of drowning. The State Security Committee /1976/ has found that the teaching of swimming to children bellow three does not bring any advantage. Negative views of paediatricians on the teaching of swimming at preschool age are summarised. As far as fear of water is concerned, children are not born with it. The fear is a quality acquired on the basis of experience or through education. The parental attitude plays a role in acquiring swimming skills in children. The study was aimed at ascertaining to what extent selected parental attitudes and their abilities influenced the acquiring of swimming skills in beginning swimmers. The survey covered twenty children aged 3 - 7. All of them attended a swimming course at Houston University in 1977. Their parents got questionnaires where they were to state their knowledge of swimming, education and whether they feared water. The questionnaire covered both parents. The children got ten lessons. In the course of the lessons, the following assessment was made: 1. the child has not acquired the ability to swim; 2. it has acquired the ability to swim; 3. it has acquired all skills of a beginning swimmer. These data were collected and supplemented in the course of the lessons. The aim was reached if the child got a swimmer's certificate from the American Red Cross. The collected data were analysed finally. No correlations were ascertained between the ability to swim and the father's fear of water and this is why they were not included in the analysis. An analysis and a comparison of the results showed that the child's swimming performance is not influenced by the parents' ability to swim and their fear of water. The child's performance is influenced significantly by its age and previous experience with water. The father's ability to compete influences also the child's swimming performance.

454. DVOŘÁKOVÁ, H.: Lyžařský výcvik dětí. /Training the children in skiing./

Předškolská výchova, 36, 1981/1982, No.3, pp.27-28.

These are methodological recommendations for parents going to the mountains with children for training in skiing. The instructor determines the contents and the children carry out the tasks with the help of their parents. It is more suitable to instruct five- and six-year-olds in separate groups made up according to the children's skills. The weekly programme includes skiing, tobogganing, bob-sleighing and plays on the snow, drill on the slope and trips into the surroundings enabling the children to check what they have already learnt and to watch the beauties of winter landscape. However, the main part of their stay in the mountains is formed by basic skiing training. The authoress enumerates a number of games and play elements helping the children to master basic skiing skills.

455. SOLJANOVÁ, O. - MÁRTÓOVÁ, M.: Poznatky a skúsenosti s predplaveckej prípravy detí. /Experience in children's preliminary swimming preparation./

Predškolská výchova, 36, 1981/1982, No.1, pp.19-20.
2 photographs.

The article discusses the experience of a Bratislava nursery school where pre-swimming training takes place in several batches every year. Each batch comprises

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thirty children. The training is led by a special instructor and teachers. It takes fifteen days. The children go to the swimming-pool every day. The acquired habits are thus reinforced without any interruption. All children have got used to water so far. Most of them master floating and 70 p.c. learn to swim. The trainer and the teachers divide children into groups. After a few lessons, the children are divided into groups according to the acquired abilities. The children had no difficulty in diving and jumping into the water. The parents were also active in the training. Before starting with instruction in the swimming-pool, the teachers instructed the parents on how they should accustom their children to water, e.g. by letting them to submerge the head under the water in the bathtub, lifting an object from the bottom and the like.

456. GRISHIN, V.G. - OSIPOV, N.F.: Sovety roditelyam.
/Advice to parents./

Doshkolnoye vospitaniye, 1981, No.7, pp.60-61.

This is an excerpt from the publication "Malyshi otkryvayut sport" /Children discover sports/ containing detailed instructions on how to teach children to swim. Children may be made accustomed with water since the age of one and a half. The authors describe gradual accustoming of children to water, play elements used for training expiration into water, plays in which the child lies down on water, leg movements while the child holds the floating plate, training of arm movements, coordination of arms, legs and breathing.

437. JAVŮRKOVÁ, A.: Základy lyžování. /Essentials of skiing./

Predškolská výchova, 36, 1981/1982, No.1, pp.23-27.
4 photographs.

The authoress - a teacher - describes her experience. She started with the preparation for skiing indoors in autumn. The preparation included strengthening the legs with knee-bends, shifting the weight from one leg to the other. Further, the children trained various kinds of jumps, they learnt to shift legs on a level ground. All these exercises were done in the form of a play. It is recommended to buy several pairs of skis for permanent use in nursery school in cooperation with parents. The first phase of training on the snow is walking with sliding and stamping on a level ground, then various turns and bends.
The children are shown the correct posture for the down-hill run and they learn to run downhill on a small slope. The adults help them when they run downhill for the first few times. Examples of plays that may be used for teaching children the down-hill run are given. Training time may be increased up to 43 minutes if the teacher succeeds in evoking the children's interest.

458. KULIKOVA, V. - VAVILOVA, E.: Obucheniye plavaniyu.
/Teaching to swim./

Doshkolnoye vospitaniye, 1981, No.8, pp.56-59.

The article describes experience of a nursery school where a professional trainer taught children to swim. The parents helped in the preparation for swimming. The children were taught not to close their eyes when the parents poured water on their heads; to inhale and then to exhale into the water with the mouth. The occupation in the swimming-pool included exercises in water, play elements in water, training of correct breathing. At first, the children used larger floats, later they had smaller ones and, finally, they had paper tubes that had only a psychological effect. When the children got used to plunging the head into water and exhaling correctly, floating was trained. After a certain period, the parents were invited to come and see the results their children achieved in water. This had a positive effect both on the parents and the children.
The authoresses describe the occupation aimed at reinforcing the habit of inhaling deeply and exhaling slowly into water; further, the teaching of floating on the back and on the belly with arms in various positions; utilisation of the acquired habits in play situations.

459. SLÁDKOVÁ, H.: Lyžování hrou. /Skiing through play./ Cont. 1.

Základní a rekreační tělesná výchova, 25, 1980, No.12, pp.21-23.

The authoress deals with problems of skiing from the psychological viewpoint in preschool children. She analyses psychological needs of children in the elementary skiing training.

460. SLÁDKOVÁ, H.: Lyžování hrou. /Skiing through play./ Final part.

Základní a rekreační tělesná výchova, 26, 1981, No.1, pp.5-10.

The authoress stresses playful form of training in skiing, she discusses the children's outfit. She stresses the selection of a slope suitable for the training of preschool children. She describes the methodological procedure of training various age categories in skiing.

461. ZUSKOVÁ, E. - MALÁ, Š.: Předplavecká výchova v Rakovníku. /Preparation for swimming instruction in Rakovník./ Předškolská výchova, 36, 1981/1982, No.1, pp.16-18.
4 photographs.

The extension of the nursery school of Rakovník ceramic works included the construction of an indoor pool. The teachers obtained certificates as class IV swimming instructors in advance. They elaborated a rough plan of activities for two age groups. Individual lessons had the structure of occupation /setting the task, repetition, drilling the main part, calming down/. The teachers prepared a list of plays with motivation and contents helping to accustom the children to water, train breathing, floating and orientation in water. They prepared "land drill" and included it in the morning exercise and in occupations. The work was organized in such a way that each child had intensive swimming instruction for thirty minutes every week. It was observed that the children were able to achieve better results than laid down in the programme of educational work. Besides, the children improved their posture, they gained confidence, dexterity, courage and strength, they trained their orientation in a limited space.

8. SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

8.1 Socialization

462. BEZRUČKOVÁ, V.: Socializace postižených dětí a mladistvých. /Socialization of handicapped children and adolescents./

Otázky defektologie, 24, 1981/1982, No.2, pp.45-48.
2 refs.

Handicapped children may achieve either full socialisation on the level of integration, or adaptation and only partial socialization on the level of utility, or they are not capable of socialisation and remain on the level of inferiority. Educational facilities contribute significantly to the socialisation of handicapped children and adolescents. They enable school-leavers smooth transition into civil life of the socialist society and they facilitate their civil, cultural, occupational and social integration. An effective form of influencing their social maturity is frequent exposure to everyday life situations and the development of their communicative skills, especially the speech.

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463. CAMP VAN, S.S.: Social studies for 5-year-olds.
Childhood Education, 37, 1961, No.3, pp.144-147.
15 refs.

Problems of defining the concept of social studies in preschool education are discussed as this subject has completely different contents and aims than at primary and secondary schools. Here the subject represents mainly social learning, social relations between children of approximately the same age. Nursery school should teach the children socialization skills. It is the teacher's task to secure a sufficient quantity of stimuli for the children, to show them how people live, work and communicate. A very valuable contribution to the programme of teaching social relations in nursery schools is represented by children's questions. The teacher should make full use of them and develop them into broader topical units and ask leading questions /e.g., what has happened in your surroundings this week?/. A characteristic is given of the requirements made on the teacher by this kind of work in nursery school.

464. DAMBORSKÁ, M.: Komunikace jako princip humanizace.
/Communication as principle of humanization./
Československá pediatrie, 36, 1981, No.12, pp.711-715.
12 refs.

Communication between the child and its social environment plays an extraordinary role in the forming of its personality. It determines the quality of man´s relation to other people, willingness to come to an understanding with them and striving for tolerance and understanding. Breastfeeding represents a significant means of communication enabling mutual understanding between the mother and her baby. Shortcomings in the sphere of communication and interaction in early childhood lead to disorders in socialisation, alienation and aggressiveness.

465. DUNIN-WASOWICZ, M.: "Moja miedza - twoja miedza". Aktywizacja spoleczna sześciolatków w środowisku wiejskim. /"Behaviour limits." Social activation of six-year-olds in a village./
Wychowanie w przedszkolu, 14, 1981, No.2, pp.100-105.
1 ref.

Experience from educational practice is described: development of the children´s social contacts, their feeling of responsibility for their behaviour to others, collective consciousness etc. In conclusion, the authoress discusses problems of education to socialist patriotism.

466. BUNIN-WASOWICZ, H.: "W sytuacji problemowej". Aktywizacja społeczna dzieci sześcioletnich w środowisku wiejskim. /"In a problem situation" Social activation of six-year-olds in a village./

Wychowanie w przedszkolu, 34, 1981, No.3, pp.153-159.

Educational practice is described: the topic of social activation of children is demonstrated on examples of methodological creation of problem situations in which the children must show initiative and independence in the selection of certain decisions, they learn to appreciate their own strength and abilities and to improve them.

467. GOUTARD, M.: La continuité éducative en France et ailleurs. /Continuity of education in France and elsewhere./

L'éducation enfantine, 1981, No.3, pp.29-30.

The authoress poses the question under which material and personal conditions and to what extent it is possible to guarantee continuity in children's education. She uses the example of two big private institutions in South America attended by children since the age of three and providing preschool, primary and secondary education to analyse problems of continuity in the educational process and children's adaptation. In her opinion, the continuity of the educational process is not a matter of school system but, primarily, a matter of education that adjusts itself to the child and to changes in its development.

468. HAAS, G.: "Ich bin ja so allein...." /"I am so lonely..."/

Spielen und lernen, 1981, No.1, pp.10-16.
5 photographs, 15 refs.

The authoress is a teacher at a children's clinic and her book Ich bin ja so allein was published by the O. Maier publishing house in Ravensburg in 1980. In her article, she shows how it is possible to eliminate the feelings of fear and abandonment that the child experiences during its stay in hospital. She stresses that it would be best to prepare each child for the possibility of a stay in hospital in advance and not to conceal unpleasant experiences that it may encounter in the course of the disease and its treatment. She uses pictures made by children during their stay in hospital and their analysis as a basis to define the symptoms of conspicuous feelings of distress, loneliness and seclusion seizing the child. She proves that it is constant contact with the parents, brothers, sisters and children of the same age, whether direct or indirect, that helps to eliminate these feelings and contributes substantially to the process of treatment and cure. In conclusion, the authoress presents a list of literature for adults dealing with this problem in more detail as well as children's books that make the children familiar with hospital environment and its problems in a form adequate to their age and understanding.

469. HAMRŇÁKOVÁ, E.: Sociálne kontakty medzi dospelou osobou a dieťaťom. /Social contacts between an adult and a child./

Predškolská výchova, 35, 1980/1981, No.8, pp.27-30.
1 table, 6 refs.

One of the prerequisites of the child´s harmonious development is its immediate, intensive contact with an adult. Social activity between human beings is not created spontaneously. Its origin and course are influenced by people participating in the respective social situation depending on the concrete living and social conditions. In the crèche, an adult has a significant share in the children´s social activity. The extent and strength of social contacts finds a reflection in the subjective state of the child as a member of the respective social group and social contacts influence significantly the child´s emotional state and activities. Children below the age of three are the originators of social relations in only 14 p.c. In the period between 1976 and 1980, ten crèches in Slovakia participated in an international comparative survey examining the social contacts of eighteen- to twenty-four-month-olds in unorganised play. Compared with 1970 when a similar survey was conducted, the share of social activities increased. The number of social contacts was approximately the same in international comparison /Moscow, Leipzig, Bratislava/. However, big differences were observed between individual crèches. This shows reserves that have not yet been utilised. The attached table shows that contacts of stimulative nature prevailed, the second place is taken by emotional demonstrations.These contacts have a favourable composition: 77.7 p.c. positive ones, 14.4 p.c. neutral ones and only 7.7 p.c. negative ones. The way in which social interaction and stimulation is realised represents an important potential for further improvement of educational work in crèches. This is why it is proposed to concentrate attention on the sphere of social relations. A disparity between objectively founded requirements and subjective orientation is observed in social contacts provided by nurses. The prevailing "natural principle" should be changed purposefully, especially by increasing the professional development of the nurses and stressing their role as social factor. It is recommended to coordinate the educational style of nurses working in one class, to direct methodological inspections to the quality and quantity of social contacts, to social activity of the individual nurses.

470. HONIG, A.S.: What are the needs of infants ?
Young Children, 36, 1981, No.1, pp.3-9.
3 figs., 19 refs.

The authoress stresses the quality of infant care ever since birth and shows that those who take care of the child should possess certain qualities. She does not insist that it must be the mother. The person taking care of the child should be an adult with a responsible relation, careful pronunciation, patience and ingeniousness, who can evoke in the child a feeling of complete safety and confidence. Her main educational principles should include respect for the child, ingenious stimulation and an effort to understand all manifestations of the child and to react correctly.

471. NIMNICHT, G.: Back to the basics: more loving tender care for young children.

Young Children, 36, 1981, No. 6, pp.4-11.
2 figs., 2 refs.

The author criticizes contemporary tendencies preferring instruction and drill since early childhood and stresses that a child should be raised in an atmosphere of peace, love and understanding as it is only in such atmosphere that its self-confidence and mental processes may develop correctly. Pressure on the child from the viewpoint of instruction evokes stress and premature fatigue of the whole psychological system. This is why parents as well as teachers should find an attitude to the child that respects its emotionality and its need for affection and understanding.

472. POMPOVÁ, L.: Socialisační proces v mateřské škole.
/Socialisation process in nursery school./
Predškolská výchova, 35, 1980/1981, No.11, pp.6-7.
1 photograph.

Nursery school, with its structure based on group life, represents environment creating conditions and stimuli for mutual interaction. The creation of the right atmosphere in the group has a special significance and the teacher has a conspicuous role: she creates an attractive environment, she determines what is allowed and what is forbidden. The acceptance of a child by a playgroup depends on the child itself as well as on the group. The degree of acceptance influences the child's behaviour and attitudes. Social relations and attitudes are influenced significantly by emotions at preschool age. Aggressive behaviour can be often observed in plays of preschool children. It is believed that the more the child is frustrated, the more it is aggressive. The more it is punished for aggressiveness, the more its aggressiveness increases. Conflicts may be observed in children's plays. If the play is to fulfil its socialisation function, it is necessary to know the causes of the disturbance of plays and thus also of the disturbance in relations. A conflict in a children's play may have either a positive or a negative impact on the children's social relations. The children learn to control their own behaviour on the basis of experience gained in conflict situations, they learn to differentiate between their own interests and wishes and those of the others. However, they are not able to solve these complicated social situations independently, their settlement requires the participation of an adult.

473. La vie a la maternelle. /Life in the nursery school./
L'éducation enfantine, 1981, No.1, pp.9-24.
3 photographs, 5 tables.

At present, children may attend the nursery school since the age of two in France. Several articles dealing with this problem are grouped under the title La vie a la maternelle. The first article entitled "Rough day of a two-year-old school child" concentrates on the quantitative aspect of the problem. It presents statistically processed data obtained in a public survey made in Paris and elsewhere. It appears that changes introduced into the life of the child by its early attendance of nursery school call forth the necessity to concentrate on the qualitative aspect of the problem. The second article is entitled "266 days a year in the nursery school! Oh, yes ?" and it shows the daily programme of a two-year-old child that spends more then ten hours a day in nursery school. The programme is appraised critically from the viewpoint of a paediatrician. The third article is devoted to Paris "leisure centres" where preschool children may spend their leisure time as well as periods when their nursery school is not in operation. They are in care of "animators", professional workers with secondary education, who create for the child opportunities for play and enable the child to spend time in a pleasant way at the time when its parents cannot attend to it. The last article discusses the problem of charwomen. In France, they are supposed to take care of the cleaning and to help with keeping the children clean and participate in the care for the children. In conclusion, the job description of a charwoman is given.

8.2 Emotions; reward and punishment

474. GASPAROVA, E.: Emotsii rebenka rannego vosrasta v igre, /Emotions of a young child in play./
Doshkolnoye vospitaniye, 1981, No.10, pp.61-64.

The handling of toys in the child's first year of life is not yet play in the real sense of the word, although the child shows joy over successful attempts. These emotions are connected with the child's object-oriented activity. The play of a young child develops gradually, under the active influence of an adult. The child gets to know the social conditioning of the qualities of objects. It feels satisfaction if it succeeds, e.g., in feeding its doll. At the age of three, the child is interested mainly in the topic of its play. The topic reflects its ideas of the world of social relations in which the child lives. The child feels dissatisfaction if it meets with a failure caused by its insufficient ability to handle objects. However, by the end of the third year, a similar situation turns into an impetus for further development of the play. The child's play has the nature of topic simulation. Toys suitable for young children have characteristic features of the respective object but they are simplified in details. The child finds familiar, typical features in the toy. Later, after two years of age, the child demands maximum imitation of the real object even in details. Once the child learns to play with simple and realistic toys, it can get also symbolic toys that have only the basic elements of the respective object, such as a puppet made of a hankerchief. As the child has developed its ability to generalise by this time, it accepts such toys with pleasure and uses them in play with the other toys. At this age, the child shows a strong emotional relation to play and to the figures appearing in it. It reacts livelily and experiences emotions, especially if the puppet meets something unpleasant, "turns sick" and the like. Thus the child learns gradually to evaluate not only its experiences but also those of the others and it gets to know mutual relations between people through play.

475. MAJSKÝ, J.: Citová výchova. /Emotional education./
Predškolská výchova, 36, 1981/1982, No.2, pp. 2-7.
2 photographs.

Emotional education is primarily joyful, warm family atmosphere where life optimism and the feeling of security are born. The child needs to live in a complete family, to feel the love of its father and mother. As soon as the child loses one of the parents, it experiences an internal conflict. It may happen that the child is placed in an asylum due to a disease or in a children's home for social reasons. Children raised in asylums and children's homes suffer from various mental disorders, they show neurotic traits. The basic cause is lack of stimulation. Such children do not have enough opportunity to create an individual relation to their educators that would be similar to the mother-child relationship. This is why educators in children's asylums try to relieve children of fear and to develop a strong child-educator relationship and thus to create a second home for the child with their cordiality and care.

476. ROUCHOUSE, J.C.: Ethologie humaine. Analyse des situations de contacts entre enfants de six à trente mois. /Human ethology. An analysis of contact situations among six- to thirty-month-old children./
Enfance, 1981, No.4-5, pp.271-288.
3 plots, 21 refs.

Human ethology is a new branch of science that came into being in the period between 1965 and 1975; it is linked with the ethology of animals studying the behaviour of animals in their normal environment. The author describes a survey that covered forty children at the age between six and thirty months. The children were followed with a camera in the course of unorganized play in a playroom of a Paris crèche. The ontogenesis of warning gestures /expression of aggressiveness/ and reaching gestures /stretching the arm and loosening the hand - expression of a positive relation/ was studied. Various causes of aggressiveness were found; it was also observed that there is a period in which the child can protest but it cannot threaten.

477. SPIŠIAKOVÁ, J.: Povzbudenie a trest. /Encouragement and punishment./

Pred školská výchova, 36, 1981/1982, No.2, pp.5-8.

Encouragement and punishment have a great subjective and objective importance at preschool age. They are educational methods that have effect primarily on the emotional aspect of the child's personality. The educational effect of encouragement and punishment is conditioned by the fact that it has immediate relation to the child's person. The child lives through the pleasant experience connected with encouragement and the unpleasant one connected with punishment both subjectively and emotionally. An analysis of study material that the authoress obtained from nursery school teachers in Prešov showed the most frequent ways of encouraging: mimic or verbal expression of content, stroking, a kiss, appreciation, praise /individual, in the presence of the whole collective, in the presence of the parents/, the awarding of advantages, the awarding of a leading role, charging with an important role, symbolic, moral and material rewards. Ways of punishing included a strict look, raised voice, warning, admonition /individual, in the presence of the whole collective, in the presence of the parents/, limitation of the child's rights and advantages, withdrawal of the child's favourite toy, exclusion from play, isolation from the collective

/indication of bodily punishment/, ignoring of the child. The teacher must choose very sensitively ways of evaluating and directing the children´s behaviour through the individual variations of encouragement and punishment. It is the basic condition that the positive emotional teacher-child relationship should not be disturbed.

478. VOLOSOVA, E.: Razvitiye emotsiy u detey rannego vozrasta v deystviyakh s predmetami. /The development of emotions in young children in the course of handling objects./

Doshkolnoye vospitaniye, 1981, No.7, pp.65-67.
1 photographs.

The emotional state of the child in its first years of life is also an indicator of its neuropsychological development. Kindly emotional contact and care are not enough for the child even in the first year of its life. Its all-round development necessitates that an adult should enable the child special plays - occupation. The child experiences positive emotions when it succeeds in performing a certain activity. However, negative emotions are experienced when it fails in its activity. This is due to the fact that the child has not yet mastered the activities that would be necessary to achieve the aim. The authoress goes on to analyse the results of observations of two-year-old children that learnt new ways of handling a toy and were directed gradually to purposeful activities. The children put rings on top of a small pyramid. Their emotional reactions varied according to how they mastered the respective activity.

8.3 Development of character traits, moral judgement and qualities

479. BLACK, J.K.: Are young children really egocentric ?
Young Children, **36**, 1981, No.6, pp.51-55.
1 fig., 9 refs.

The authoress argues with Piaget's concept of children's egocentrism and shows on Piaget's own research that the conclusions that the children arrived at were, to a certain extent, suggested to them. In her opinion, children's egocentrism is rather a problem of not knowing the wider context of generally human behaviour and of limited experience. Adults usually distort the interpretation of the child's behaviour by not analysing the whole situation sufficiently. She proves on the basis of her own experiments that the child does not behave egocentrically if it understands the situation sufficiently and grasps it.

480. BOZHOVICH, L.: Pravilno organizovat´ zhizn´.....
/Organizing life correctly ..../

Semya i shkola, 1981, No.2, pp.36-39.
1 photograph.

The prerequisites of volitive behaviour can be formed since early childhood. If an adult is to demonstrate will, he or she should show certain activity, direction at an aim.This is why it is necessary to develop the child´s activity, its interests and endeavours since the earliest childhood. At the beginning of its second year, the child is active not only when it perceives actively but also when it has an idea, a memory of an object. Such ideas are called motivating ideas. The starting of these ideas represents the initial stage in the development of will. The need to act independently arises simultaneously with manifestations of motivating ideas. The child´s striving for independence should be supported wholly. Much depends on the organization of the child´s life at preschool age. The child of this age considers an adult as an ideal that it imitates. This is why children should be given opportunities of doing household work together with adults, of fulfilling certain tasks. Play has a considerable importance in the development of will. When playing, the child must conform to certain rules, or fulfil the role it has taken over. Real volitive behaviour is such behaviour where the feeling of duty prevails over other endeavours.

481. FEDOSEYEVA, L.: U vas rastet syn. /Your son is growing./
Doshkolnoye vospitaniye, 1981, No.6, pp.66-69.

The authoress shows on examples that real parental love is connected with reasonable demands, kindness and strictness, belief in the child's possibilities. It is necessary to develop in the child such qualities as collectivism, industry, independence, love for its country since its earliest childhood. A son should be taught to respectful behaviour to women, primarily to his mother. It is necessary to support male qualities in him, such as chivalry, responsibility for his behaviour, daring.

482. KLINDOVÁ, L.: Problémy mravnej výchovy z pohladu psychológa. /Problems of moral education from a psychologist's viewpoint./
Predškolská výchova, 16, 1981/1982, No.3, pp.2-3.

The psychological basis of moral education concerns the intellectual, emotional and volitive sphere in connection with character traits and abilities, interests, attitudes and peculiarities of the temperament. The moral development of a child is influenced by three important aspects: 1. Developmental peculiarities of the child's psychology. A certain level of intellectual maturity and emotional development is the primary prerequisite for the child's moral education. Preschool age offers extraordinary conditions for the development of emotions. A new, higher quality of emotions develops - moral emotions that bring the child satisfaction over a good deed. Emotions activate the child's behaviour, develop its will, act as a regulating factor. Volitive qualities are at the beginning of their development at preschool age and it is possible to count with them only to a limited extent. 2. It is necessary to count with an inexhaustible range of variations and combinations in the complex process of moral education. These variations and combinations make themselves felt in the individual peculiasities of each child. This is the source of problems with the assessment of the child's behaviour and the results of moral education. 3. Peculiarities of the child's environment. This influences especially the development of such qualities as independence, companionability, altruism, stimulated by the force of public opinion of the children's society. The positive effect of nursery school does not assert itself automatically, it is conditioned by purposeful, well-planned, loving control of the educational process.

483. MÁROVÁ, Z.: Dárky pro radost. /Gifts for pleasure./
Děti a my, 11, 1981, No.4, pp.26-27.
1 photograph.

The role of a gift in the life of a preschool child is discussed. How should a child be guided not only to accept gifts but also to make gifts to others ? If your child gives you a present, it expects a manifestation of your joy and praise. This is only a minor favour and also education to the future desire to show others interest and love. A gift should be the result of one's own effort and emotional participation in presenting it. Besides being a manifestation of love and lovely attention, a gift is an important contribution for the future. The importance of the choice of suitable toys for children is discussed. Children are pleased most with the simplest toys and nice books.

484. MÁROVÁ, Z.: Promiňte, prosím ! /I beg your pardon./
Děti a my, 11, 1981, No.1, pp.28-29.
2 photographs, 1 figure.

The importance of example for the child's correct behaviour is discussed. The first condition of the relations between parents and children and between children and adults should be mutual considerateness and truthfulness. Parental authority has a considerable importance for the correct development of the child. However, the child should be able to apologise. The child's incorrect behaviour at school should be dealt with by the teacher, school problems that are in the teacher's sphere of authority should not be transferred to the parents. If the parents take an incorrect attitude and take side with their child even if it deserves punishment, the child develops to a distorted view of the world. This helps to raise people that get used to considering excuses, minor and bigger lies, thefts, intercessions and outside interventions in their favour as a matter of fact, as a natural thing.

485. OSTROVSKAYA, L.: "Mozhno", "nel´zya", "nado", /"You may", "you must not", "you should"./

Doshkolnoye vospitaniye, 1981, No.9, pp.43-46.

The authoress shows on examples that children should realize from an early age what they can, what they must not and what they should do. It is a mistake to believe that prohibitions restrict the child´s will. Will is not only ability to achieve something, it is also the art of dispensing with something. The child will live in human society and this is why it is necessary to teach the child to subordinate its ego to the requirements of the society. The acquiring of positive manners depends on the position of the child in the family.

486. OSTROVSKAYA, L.: Pogovorim o krasote povedeniya. /Let´s talk of correct behaviour./

Doshkolnoye vospitaniye, 1981, No.5, pp.59-62.

The manners of a preschool child are not formed in isolation, regardless of the total development of its personality. The child should be taught outer manners and shown their deeper moral sense. Outer and inner manners are mutually interconnected. If the child is required to maintain outer manners, its inner world is influenced, too. Outer forms of correct behaviour lead the child to orderliness, discipline, considerateness. Neglect of outer forms of behaviour would mean neglect of the child´s inner culture.

487. **STARODUBOVA, N.:** Odna iz zadach nravstvennogo vospitaniya. /One of the tasks of moral education./ Doshkolnoye vospitaniye, 1981, No.11, pp.31-34.

Obedience is emotionally positive and simultaneously conscious behaviour regulated by the valid standards and regulations. Its basis is the child's emotionally conscious relation to the adult, the recognition of the adult's authority and willingness to accept his /her suggestions and requirements. The correct form of obedience does not limit independence and activity of the child, it is a basis for conscious discipline. The authoress made a research study in which she concentrated and analyzed more than three hundred characteristics, notes of her own observations as well as observations of teachers, parents, notes containing facts typical for the behaviour of the respective child and the degree of its obedience. It could be deduced from the notes that obedience manifests itself in many forms, namely: 1.permanent obedience that has in some children an active character and a passive character in others, 2. inconsistent - the children are obedient only in some cases and only in contact with some adults, 3. incidental - children are obedient only in individual cases and with the use of various methods of inducement. Disobedience, as a character trait, is the result of the incorrect behaviour of adults who do not take into account the child's possibilities and abilities, or it is the result of a disparity in the educational methods of adults. Disobedience develops gradually and it turns into a character trait. It is important to know the motives that lead the respective child to disobedience. This requires careful observation of how the child behaves to adults, to their requirements. The knowledge of motives makes it possible to find successful methods of influencing the child. The authoress divided children into four groups according to their degree of obedience and assessed the following factors: orientation of obedience, its motives, constancy of obedience, knowledge of and compliance with rules of behaviour, manifestations of beginning volitive qualities /activity, initiative, independence, restraint/. The authoress describes the behaviour of children in the individual groups and gives recommendations for differentiated educational treatment.

488. ŠTURMA, J. - FRÝBOVÁ, Z.: Čemu se v mládí naučíme ... aneb společenská výchova dítěte. /What we learn in youth ... or social education of children./

Děti a my, 11, 1981, No.1, pp.5-7. Cont. 1.
3 photographs.

The problems of social education of children and the correction of undesirable behaviour are discussed. The behaviour of family members is an important example for the child's behaviour. Firstly, the child identifies itself with the person it likes and, secondly, the child imitates directly the person, it accepts his /her behaviour and outer manifestations. The most important requirement in the teaching of correct manners to children is the necessity to avoid discrepancy between what we want from the child and what we do. It must be the aim of education that the child acquires correct behaviour to such an extent that it will be a matter-of-course, spontaneous behaviour. Further prerequisites of correct social education include the acquiring of respect for other people and considerateness to others, respect for the privacy of others, respect for freedom. Mistakes in children's education are characterized and ways of correcting children's incorrect behaviour are described. A typical example for educating the child to considerate behaviour to others may be common taking of meals. The division of duties and tasks in the household is very important for the education of the child to correct social behaviour.

489. ŽELEZNÁ, M.: Budou si s námi hrát ? /Will they play with us ?/

Děti a my, 11, 1981, No.1, pp.19-21.
2 photographs.

The problems of educating children in considerate relations to handicapped children and adults are discussed. Our society has adopted a number of legal measures enabling handicapped persons to make themselves useful at work and in the society. However, it is necessary even today to fight against the psychological barrier that human history has built between healthy people and the handicapped ones. The problems of raising handicapped children in a collective of healthy children are discussed. A handicapped child may develop negative traits in its character. Unsuitable attitudes of the public to handicapped persons are reflected not only in the behaviour of healthy children, but also in the families of the handicapped children. Children from such families are exposed to social deprivation. The role of schools for children needing special educational treatment and for handicapped children is characterised.

8.4 Relations among children; education of a children's collective

490. ALEKSEYEVA, A.: Zastenchivye deti. /Shy children./ Doshkolnoye vospitaniye, 1981, No.12, pp.58-61.

Bashful, diffident, reserved, taciturn - this is the characteristic of a child that finds it difficult to enter into contacts with people in its environment. The authoress describes in detail the way in which a shy child behaves and she tries to give an answer to the question regarding the cause of this condition. The cause may be excessive care of adults, restriction of the child's independence. A shy child does not usually present educational problems and the adults do not give such children sufficient attention.

When the child is bashful in the presence of unknow people and does not greet, the parents begin to notice this shortcoming, they give the child orders, reproach and thus increase the child's shyness. It is necessary to overcome the child's shyness at preschool age. The main principle should be a change in the attitude of the child to people in its environment, participation of the child in the positive relations in a group of same-age children and the ensuring of conditions for contact with them.

491. AMOSSE, T. - BERGER, K. - WENDT, A.: Besuch im Kinderkrankenhaus. /A visit to a children's hospital./
Spielen und lernen, 1981, No.1, pp.57-58.
5 photographs.

The authoresses describe the experience of a group of nursery school children going to hospital. They went to see their injured classmate that had to stay in hospital for some time. Positive results were observed not only in the small patient but in all children as the familiarisation with hospital environment helped to eliminate their fear and bias. Although the whole action required proper preparation and cooperation of the teachers, nurses and doctors, its positive result was the reason why hospital staff offered other nursery schools the possibility of a similar visit. Nowadays, children's visits to hospital take place once a week regularly to make the children familiar with hospital environment.

492. BURE, R.: Nravstvennoye vospitaniye detey v processe rukovodstva trudom po samoobslushivaniyu. /Moral education of children in teaching them self-attendance./
Doshkolnoye vospitaniye, 1981, No.10, pp.12-15.

The educational possibilities of self-attendance are not restricted to the forming of practical habits. It is necessary to develop in children a striving for carefulness, cleanliness and order, to develop in them the ability and effort to finish what they are doing, to help their contemporaries. The authoress describes the methodological procedure used in teaching the youngest, middle-age and oldest children to put their clothes on. She stresses ways leading to the forming of moral properties mentioned above. Activities that children of various age groups engage in when acquiring the habits of self-attendance are varied but the same educational aim is in view: teaching the children decent behaviour and considerateness to their contemporaries.

493. DASKALOVA, S.: Osobenosti na rabotata s chetite "Chavdarche". /Peculiarities of work with small pioneers./

Nachalno obrazovaniye, 21, 1981, No.11, pp.22-28.

Divisions of the youngest members of the Bulgarian Pioneer organization comprise children from grades one, two and three. As school attendance is compulsory since the age of six, the authoress discusses some specific features of work with these youngest children.

She stresses that this work is an inseparable part of the whole educational process.

494. DIEŠKOVÁ, V.: Podmienky rozvíjenia poznávacej a sociálnej aktivity detí. /Conditions for developing the cognitive and social activity of children./
Predškolská výchova, 35, 1980/1981, No.6, pp.25-26, 28, 30-31.
7 refs.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. The requirement for strengthening elements of activity, independence, creativity, problem thinking included in the programme of educational work in crèches and nursery schools is implemented in various spheres both in intellectual and moral education. The child should learn to subordinate spontaneous activity to the needs of the collective and to apply it to the benefit of the collective. Therefore it is necessary to harmonise the development of the children's collective feeling and the development of their individuality, independence and initiative. The Research Institute of Children's Psychology and Pathopsychology conducted a survey that was aimed at ascertaining the factors that influence the development of the children's cognitive social activity. Six-year-old children composed sets of pictures in groups of four or individually. All children composed the first picture in groups and the second one individually; they could compose the third and fourth picture as they chose. It was observed that the strongest motivation factor was success. This confirmed the thesis that joint activity creates prerequisites for the origin of independent cognitive activity.

Children usually chose group work after failure. Children like group work and they grasp very easily the rule that it is necessary to help the weaker ones. It is important to set a common aim. Variable grouping of children into formal and informal groups should be considered with respect to the educational aim.

495. GASNIKOVA, E.: Nravstvennyi klimat detskogo sada - vazhnoye usloviye vospitaniya. /The moral climate of nursery school is an important condition of education./ Doshkolnoye vospitaniye, 1981, No.1, pp.15-16.

The tasks of communist education can be fulfilled successfully only in a good teachers' collective. The moral basis of the child's character may be formed in a collective connected by traditions, style of work, in an atmosphere of friendship. The internal organization of the staff collective is reflected in the equipment of the nursery school, the outside appearance of the teachers, their mutual relations and their relations to parents. The mutual relations between the headmistress and the teachers are of decisive importance for the forming of a good, friendly collective. This means that the headmistress should lean on the most active staff members, seek her assistants in the collective, improve her professional skills and be able to evaluate critically the results of work; she should create conditions for creative work of each member of the collective; she should take into account the views of others and maintain the same positive relationship to all members of the collective.

496. YEROFEYEVA, T.: *Usvoyeniye doshkol´nikami pravil povedeniya s tovarishchami.* /Acquiring the rules of behaviour to friends at preschool age./

Doshkolnoye vospitaniye, 1981, No.10, pp.64-66.

Children often know rules of behaviour but they do not follow them. They keep only those that are of social importance for them. This is why it is necessary for the child to grasp the logic of the requirements and to follow rules not only because adults order so but because it is necessary and useful. Conflicts between children should not be settled by adults formally. They should rather explain, show an example of correct behaviour. Examples of how to behave in complicated situations can be found in literature. The teacher should talk with children about what she has read to them, she should guide them to evaluate the behaviour of the main characters. In order to help the children acquire correct mutual relations with their contemporaries, the teacher should guide them to settle conflicts independently, prevent conflicts and create a positive atmosphere in the children´s society.

497. KOVÁLIKOVÁ, V.: Detský kolektív a osobnostné utváranie jednotlivca. /Children's collective and forming the individual's personality./

Predškolská výchova, 35, 1980/1981, No.6, pp.18-20, 22-23.

This is a paper delivered at the international seminar on preschool education /Prague 1980/. The theory and practice of preschool education should pay more attention to personality development, character and moral development of individuals, increase and utilize the existing knowledge of the influence of groups or collectives on the basic /collectivist or individualist/ orientation of personality. Developed intellect is not sufficient for reaching the ideal of communist personality; the intellect should be supplemented with interest in the welfare of others, the need and ability to be a conscious part of a whole. Soviet science has collected some knowledge on the effect of a collective on the forming of various aspects of personality at preschool age. A collective of preschool children cannot have all features of a collective of elder children. Work with a children's collective should, primarily, reflect the knowledge of the need for a stimulative environment adequate to the children's abilities; the principle of the need for a relative constancy of the environment and people in it; the principle of the motivation strength of social rewards. At a certain age, the child is able to form a relationship to a limited number of people only. Little is known of the effect of enlarging, diminishing and changing the group in which the child lives. The knowledge of the strength of the recognition motive and the acceptance of a child by others is important for the organization of a children´s collective. Its application in practice will help the child to gain the experience that it is a part of the whole, that it has its place in the whole. This helps to develop in the children the need and ability to live in society, to realize their individuality and to understand it as a part of the whole in which the child lives.

498. LAVRENT´YEVA, G.: Rol´ soperezhivaniy v osvoyenii pravil vzaimootnosheniy. /The role of common experiences for acquiring the rules of mutual relations./

Doshkolnoye vospitaniye, 1981, No.2, pp.45-46.

The experience of a nursery school is described. It was observed that the forming of friendly relations among children was not easy as the children were not able to imagine themselves in the position of the others and to respect their wishes and interests. The teachers prepared a procedure that included education through example, influencing the children´s emotional sphere through works of art, especially by reading and dramatization. They tried to make the performance and the scene expressive so as to make the children live the performance actively through. The authoress mentions several scenes and dramatisations that had an especially strong effect on the children. The children learnt to understand the emotional states of their friends and this reflected itself in their mutual relations.

499. LIDAK, L.: Spetsifika obshcheniya v syuzhetno-rolevykh igrakh. /Specific features of mutual relations in subject-oriented plays./

Doshkolnoye vospitaniye, 1981, No.5, pp.34-36.

This is information on a survey covering 55 children of older preschool age. It was aimed at ascertaining how it is possible to influence the forming of relationships in the course of play as this is a prerequisite for forming friendly relations as such. Children were observed in the course of play. Facts observed included the length of play activity, length of verbal communication, its contents and the cause of conflict situations. The children were divided into three groups according to the results of the survey: 1. the children determined the role in developing the topic only accidentally, dialogues were short and their contents were poor; 2. plays contained two or three roles; however, the children were reluctant to accept new roles, they turned to the teacher for help; 3. children showed interest in varied play contents and ways. The number of roles increased to 5 - 8. The children were willing to accept new roles on the basis of knowledge acquired in the course of occupation. They turned to the teacher with questions concerning details so as to play the roles well. They tried to develop the play, to teach a friend how to play a specific role. At all levels, the main reason for conflicts was the fact that the children did not play their roles in accordance with the intentions of their partners, they did not have sufficient knowledge of the behaviour of the character they were to represent. That is why it is necessary for the forming of friendly relations among children in the course of play to extend the children's knowledge, to make them acquainted with works of art, to use walks for observation, to talk to them even out of occupation, to make dramatizing plays.

500. [illegible], J.: Pes a ti druzí. /The dog and the others./

Děti a my, 11, 1981, No.2, pp.22-24.
2 photographs.

The importance of care for a living creature in the child's life is discussed. It may happen sometimes that a person's relation to another person cools off and this coolness spreads sometimes to the relations to all people. This may be a reaction to unsuitable contacts of a person with his /her environment or it may be a manifestation of a mental disorder. A group of psychiatrists and psychologists attempted to cure their patients by means of dogs /S.A. Corson, E.L. Corson, P.H. Gwyne and L.E. Arnold published an article describing their experience in a professional magazine/ in cases where traditional methods had failed. The results of the attempt are characterised and analysed. The dog was chosen for the reason that there is a considerably wide possibility of the choice of the sort and that the dog has a wide range of reactions that resemble human reactions. If the patient learns to communicate with his/her dog, he/she learns to communicate with other persons in many cases. The contact with a dog accelerated the treatment and cure of children and adolescents. Children and adolescents have a feeling of security towards the animal and this is why it is suitable to give a child with a decreased self-confidence an opportunity to keep a dog. Children grow more responsible when they keep animals. Even a préschool child recognises that the ownership of a living organism means a relationship on quite a different level than mere ownership of an inanimate thing. The child learns to care /care is a manifestation of responsibility/, to protect /protection is a manifestation of superiority and strength/ and to work at a time when it does not feel like it at all /even minor work is a manifestation of love/. The observation of how our children treat animals gives us a look into the mirror reflecting our own behaviour. Accompanied by good will, it may help us to correct our own behaviour. If you let your child keep a living creature, you will be able to observe the picture of a budding and blossoming friendship, you will give yourself a chance that your responsible child will not forget you once thanks to the acquired experience.

501. WENDT, A.: Übernachtung im Kindergarten. /Overnight stay in the nursery school./

Spielen und lernen, 1981, No.3, pp.71-74.
5 photographs.

The authoress describes the traditional experience of nursery school children. They spend jointly the night between Friday and Saturday in the nursery school. This is a very dramatic experience for the children.

They all participate in preparing the supper, then they play and go to bed. In the morning, they prepare breakfast for themselves and for their parents, who come to fetch them and perhaps they all play together in the nursery school. This situation contributes significantly to the formation of friendly relations among the children, sometimes it helps the teacher to see the children in a different light and brings the parents closer together.

8.5 Education for a Scientific World Outlook

502. SVOBODOVÁ, M.: Vytváření vědeckého světového názoru.
/Formation of a scientific world outlook./
Predškolská výchova, 35, 1980/1981, No.9, pp.13-17.

As soon as an individual becomes aware of his/her "self", he begins to form a specific world outlook. A child should receive truthful information so that the education of his/her character traits may be formed in the spirit of communist morality. Intellectual education is considered of primary importance in education for a scientific world outlook. Commemorations of holidays and various anniversaries /Christmas, V.I. Lenin's birthday's anniversary, May Day, International Women's Day/ contribute to forming an individual's attitude to the surrounding world. The emotional sphere plays an important role in early childhood, too. The author presents examples to demonstrate how she fosters a sensitive attitude to nature and all living things. When taking walks, children get to know the beauty and landmarks of their home place. This is linked with education for love of one's mother country and mother tongue. Children get familiar with the work and way of life lived by adults, become aware of the fact that it is they who create all that a child needs. The teacher makes use of pictorial publications to make children familiar with their home country /by Plicka, K.: Vltava; Kukačka, M.: The Low Tatra/.

8.6 Education for socialist patriotism and internationalism

503. ANDONOVA, D.: *Trudoviyat geroizam v nashi dni i vaspitavane na patriotichni chuvstva.* /The working heroism of our days and education for patriotism./

Preduchilishtno vaspitanie, *29*, 1981, No.2, pp.42-47.

Education for patriotism constitutes a complex process. The author has investigated a number of facters influencing the effectiveness of such education in early childhood.In addition to familiarization with the history of one's nation an important role is played in education for patriotism by children getting to know the working heroism of adults. This approach will enable children to perceive better the present-day reality and the role people play in it.

504. BERSENEVA, M.: Klub internatsionalnoy druzhby.
/The International Friendship Club./
Doshkolnoye vospitaniye, 1981, No.7, pp.72-73.

The author informs about the activities of the International Friendship Club founded at Pedagogical School No. 3 in Moscow. The club is run by a soviet assisted in its activities by two Young Communist League groups. The pedagogical school is a collective member of the Union of Soviet-Bulgarian Friendship, which determines the main content of activities of the club: friendship evenings, lectures and exhibitions depicting life in Bulgaria, film projections, a competition "Do you know Bulgaria ?". The club organizes meetings with students of other nationalities studying in Moscow. Foreign students are also invited to join in the traditional celebrations on May Day. The club members also cooperate with the House of Friendship with Foreign Countries. It includes a discussion club organizing discussion sessions to treat varied current topics. Discussion broadens the pupils' horizons and is useful in learning how to make a public appearance. This approach demonstrated clearly its advantages at the discussion session dealing with the topic of Education of Children in a Socialist Society. The teachers confirm that the pupils will be well prepared for children's education in the spirit of internationalism.

505. BOGOMOLOVA, M.: Internatsionalnoye vospitaniye.
/International education./

Doshkolnoye vospitaniye, 1981, No.11, pp.11-14.

The author describes experience from a nursery school in Ulyanovsk, inhabited by Russians, Tartars, Chuvashes and Ukrainians. The teachers set themselves the objective to foster in the children love of all the peoples living in the Soviet Union. They have prepared a long-run plan of activities. As regards the senior class, the plan included familiarisation with the whole territory of the Soviet Union in general and that of the R.S.F.S.R. in particular. The teachers made use of artistic literature reflecting the way of life and cultures of the nations living in the U.S.S.R., as well as pictures, postcards, illustrations, puppets wearing national costumes, holidays, exhibitions. The parents were kept informed about the educational activities pursued in the field of international education. They were introduced to literature for children as well as literature relevant for their self-education and asked to enable their children to participate in festivities and celebrations of national holidays. At the end of the second school year an exhibition was held displaying the material the children had acquired. The parents had actively contributed to it. As for other activities, a conference with parents was convened to evaluate the results of the joint work of the nursery school and the parents.

506. YERSHOVA, A.: Vospityvayem lyubov k rodnomu krayu.
/Educating love of one's home country./

Doshkolnoye vospitaniye, 1981, No.8, pp.23-26.

This is a detailed description of the content and methods of work used to familiarize children with their home town and the Bryansk area. At first the teachers set off to refresh their knowledge of the town and area. They visited museums and landmarks. The following media were subsequently used in their work with the children: excursions, walks designed to visit a specific place, celebrations and cultural events, subject-oriented exhibitions. The children's parents were kept informed in detail about the educational work pursued in the field of patriotic education and were asked, when talking with their children, to reinforce and supplement the children's knowledge of their home town and the work of the people living there.
The children's knowledge of the town and area reflected in their drawings, games and conversation.

507. KOZLOVA, S.: Kak znakomit detey s rodnym krayem. /How to familiarize children with their home country./

Doshkolnoye vospitaniye, 1981, No.5, pp.9-11.

A purposefully pursued patriotic education should highlight the specific and characteristic features of the home area and to point to its relationship to the rest of the country. Every place has a beauty of its own, its remarkable places, landmarks. The author uses examples to illustrate how, in addition the general topics prescribed in the curriculum dealing with the mother country, local topics should be chosen, which will to be found useful in making general data more specific. The author recommends to plan material according to individual topics. The topics vary, both with respect to their content and length of time devoted to them. The children acquire them by means of occupations, play, work, free activities, festivities and celebrations of national holidays. The system of work comprises discussion sessions, looking at pictures, drawing, modelling, appliquéing, constructing, listening to music. The children's knowledge becomes more profound and their emotions develop positively owing to the chance to express their feelings and knowledge through words, artistic creativity.

508. MIKUŠOVÁ, M.: Vlastenecká a internacionalistická výchova. /Patriotic and internationalist education./ Predškolská výchova, 35, 1980/1981, No.7, pp.7-9.

The author describes how she makes use of national holidays in education. To enable the children to form a picture of the importance of the holidays, the teachers draw upon their previously acquired experience, supplement and generalize their knowledge. Prior to the actual celebrations, they read relevant texts to the children, look at festive decorations, take walks to see the country's landmarks, they organise discussion sessions, they grow flowering plants the children will later bring to commemorative tombstones, etc. Holiday celebrations are integrated into the educational process aiming at the gradual extending and reinforcing of the children's knowledge of their mother country, and friendship with other nations.

509. OSTROVSKAYA, L.: Imya Lenina. /Lenin's name./
Doshkolnoye vospitaniye, 1981, No.1, pp.52-56.

When educating children, it is important to familiarize them with the example set by V.I.Lenin. The foundations of love and respect for him are laid in the family and are influenced by the environment in which a child lives. The author suggests to parents how they can get their children familiar with V.I. Lenin's personality.

510. ŘÍMSKÁ, R.: Láska k rodnému místu. /Love of one's home place./
Predškolská výchova, 36, 1981/1982, No.2, pp. 9-12.
2 photographs.

A nursery school teacher gives examples to illustrate that patriotic education should be based on the formation of a positive emotional attitude to the place in which an individual lives and on an awareness of his/her belonging to the mother country. She familiarized the children with the past, present and the future of their village. All observations and narrations were directed at making the children aware of the fact it is people who have built all the nice things in the village, for they wanted everybody to live a good life; this is why these values have to be protected and looked after.

511. SOKOLOVA, L.: _Vospitaniye lyubvi k Rodine u starshikh doshkolnikov._ /Educating love of one's mother country in children of senior preschool age./

Doshkolnoye vospitaniye, 1981, No.1, pp.11-12.

Patriotic education is introduced by familiarisation with the children's home place. At first the teachers themselves learned about the history and present of the town, district and area. Familiarisation of the home place followed this plan: 1. The revolution and civil war on the territory of the town and district, 2. monuments in the town, 3. what did our fellow-citizens do during the Great Patriotic War, 4. the working achievements of our fellow-citizens. The children got to know the town during walks; these were followed by discussion sessions. During environmental walks the children became familiar with nature, they learned how to preserve and protect it. The teachers also made use of literature about wildlife. As for familiarisation with the Soviet home country, it was planned in stages. At first the children were introduced to the country's capital, Moscow, by means of pictures, illustrations, children's literature. They were made familiar with the Soviet flag and the state emblem. Puppets wearing national costumes were used to familiarise the children with the individual union republics; fairy tales were read to the children, reflecting the life of the individual nations living in the U.S.S.R. The children learned about the life of V.I. Lenin and his closest collaborators.

512. SHERSTNEVA, T. - NIKITINA, L.: Rastim yunykh lenintsev. /Educating young Leninists./

Doshkolnoye vospitaniye, 1981, No.1, pp.13-14.

The authors describe the experience of nursery schools from Ulyanovsk. The children's familiarization with V.I. Lenin's personality was planned in stages and the following topics were involved: 1. Lenin - the leader, teacher and friend of all working people; 2. Lenin - his personal qualities;3. Lenin and children;4.V.I. Lenin's family, his childhood and school years;5. Our town preserves the memory of V.I. Lenin. The teachers made use of local conditions. The children visited the memorial building protecting the house in which V.I. Lenin was born, and a museum installed in the school Lenin used to go to. The children participate in an event held annually at Lenin's statue to commemorate his birthday anniversary.

513. TANINA, L.: Vospitaniye lyubvi i uvasheniya k V. I. Leninu. /Educating love and respect for V.I. Lenin./ Doshkolnoye vospitaniye, 1981, No.4, pp.11-14.

The curriculum of educational work for nursery school redommends to familiarise children with V.I. Lenin's life as early as junior introductory classes. Children gradually learn about his qualities, attitude to children and working people. As regards the preparatory classes, the curriculum includes topics such as Lenin and his collaborators /Krupskaya, Dshershinski, Kalinin/. When discussing the topic "November 7th" children learn about the life of people before the revolution and their life today. The author mentions the pictures and stories from Lenin's life she herself has used. As the school year progresses, children show increasingly more interest in the life and activities of V.I. Lenin, they form a picture of him as the leader of the revolution and the founder of the Soviet system of government.

8.7 Education for a positive attitude to work

514. BENEŠOVÁ, E.: Pěstování samostatnosti v sebeobsluze. /Encouraging self-reliance in taking care of oneself./ Predškolská výchova, 35, 1980/1981, No.10, pp.7-10. 3 photographs.

Children will become self-reliant in attending to their needs only through consistent cooperation between family and school. A headmistress discusses her personal experience in this respect; she usually holds an informative session with parents as soon as the children are enrolled in the nursery school, in June. In addition to providing the parents with essential information, she asks them to encourage their children to dress without help. The parents are asked to fill in a questionnaire concerning some of their children´s habits, their intellectual and social maturity. It is designed to make the parents consider the particularities of their children. Being aware of the requirements well in advance enables them to apply themselves to the child during the vacations and to prepare it for nursery school. At subsequent school meetings the parents will learn what activities and chores can be done by the children at home and it is suggested to them not to be afraid of providing the children with a pair of scissors, a tube of paste and various materials for constructing. Bulletin-boards installed in the changing-room are also useful. One of them shows pictures demonstrating what a child should wear while in class, in the garden, when taking walks in winter or resting in the afternoon. The other bulletin-board shows the sequence of putting on clothes when the children are getting ready for a walk. It is recommended to the parents to require from the child to follow the same routine when he/she is getting ready to go home. This will speed up the formation of a particular habit in the children.

515. BUZMAKOVA, G.: Rabota s derevom. /Working with wood./ Doshkolnoye vospitaniye, 1981, No.1, pp.20-21.

The author describes how children work with wood. At first they made furniture for their dolls, from finished parts. They worked in pairs: one child held the shapes in place, the other was driving in the nails; grouping the children, the teacher paired off a child who already had some knowledge of the technique and a beginner or a child who was interested in the work and a child who was indifferent to it. She had to control the children's behaviour towards one another to make sure that one child would not suppress the initiative of the other one and to see to it that they were both active and enjoyed what they were doing. Later on, the children prepared parts of toys by following the teacher's instructions /making, for example, a steam boat, sledges, etc./. They learned to make things from a sketch, to name the parts to be used to make a toy, to select the material required. They learned to handle tools and to put them away after they had finished work, without being told to do it.

516. DOSTÁLOVÁ, D.: Plnění programu výchovné práce v oblasti pracovní výchovy. /Fulfilling the programme of educational work in the field of work education./ Predškolská výchova, 35, 1980/1981, No.12, pp.10-13.

This is a description of the year-long preparation for the major task of the school year, i.e. raising the standard of work education. The teacher started by providing the required tools and materials. Plastic cut-out sheets, jig-saw puzzles from the "Games from the Magic Hat" were found useful. Different kinds of construction sets can be put to multiple uses not only in work education, but also when knowledge is being acquired in the field of mathematical concepts. The early provision of tools, instruments and materials facilitated educational work throughout the year, not only in work education but also in other activities comprising educational work. The author gives examples of the comprehensive approach used: the making of small paper kites draws upon experience obtained through observation, as well as skills acquired from drawing; the children make traffic signs and other accessories used in their traffic games. Success in work education is determined by cooperation with parents. The teacher informed the parents about the importance of work education,she suggested what chores and duties could be entrusted to the children at home. It was also recommended to them to subscribe their children to the magazine Sluníčko /Little Sun/ and they were asked to help the children tackle the various problems set in the magazine.

517. GROMOVA, A.: Oznakomleniye detey s selskokhozyaystvennym trudom. /Familiarising children with agricultural work./

Doshkolnoye vospitaniye, 1981, No.5, pp.17-18.

The author reports on the experience from a nursery school which set itself the objective to form in children a correct picture of agricultural work, to foster in them respect for such work, to make them proud of the work their parents do in agriculture. The plan of work activities included visits to a hothouse, a poultry farm, a walk into the fields, as well as discussion sessions to explain the children that agricultural work provides food for everybody. To reinforce the impressions obtained through observation and at discussion sessions with specialists, the teachers read to the children stories concerning relevant topics. They especially highlighted the importance of bread. The children's impressions and knowledge reflected in their games, when they worked in the garden and looked after the school menagerie. In the autumn, they participated in the harvest festival.

518. HRDLIČKOVÁ, V.: Prohlubování pracovní výchovy. /Raising the standard of work education./

Předškolská výchova, 35, 1980/1981, No.10, pp.2-4.
1 photograph.

The author describes the experience from a nursery school where the tasks defined for work education were met in cooperation with parents. One of the main tasks was a more intensive utilization of the garden and preparing conditions for the children's staying outdoors. The garden provides ideal conditions for work education. Each class looks after one flower bed. The children, along with the teachers, look after boxes with flowering plants installed in front of the school. They observe the development of a plant from seed to seed. They help to pick ripe fruits in the school garden. In winter, the children put out food for birds and fetched fodder for forest animals. During walks, they watched how various jobs were being done on a construction site, in the fields, in transport and learned about the workplaces of their parents.

519. YANCHEVA, Z.: Savmestnata deynost na detskata gradina i semeystvoto na trudovoto vazpitanie. /Cooperation between nursery school and family in work education./ Preduchilishtno vazpitanie, 29, 1981, No.1, pp.39-40.

This is a description of the experience obtained from cooperation with parents in meeting some specific tasks defined for children's work education. Parental visits in lessons /for example, when the children make appliqués/ are useful in encouraging the parents' interest in this field of educational work.

520. KLIMOVICH, I.: *Khleb- nashe bogatstvo.* /Bread - our riches./

Doshkolnoye vospitaniye, 1981, No.5, pp.22-24.

The author reports on the experience from a nursery school paying a lot of attention to familiarising the children with the work of agricultural cooperative farmers, fostering respect for bread as the product of work of many people. The author describes two occupations designed to deal with the topic "Glory to the hands which cultivate grain" and "Where do we get bread from ?" Profound preparation precedes these occupations: excursions into the fields to see corn-lofts, excursions into a bakery and watching seasonal work, looking through illustrations; reading poems, learning riddles and proverbs; meeting the best workers on the cooperative farm.

521. LYAPKALO, M.: *Svoimi rukami.* /With your own hands./

Doshkolnoye vospitaniye, 1981, No.1, pp.16-20.
4 figs.

The author presents her experience from working in accordance with the curriculum of educational work in craft lessons planned for a preparatory class. She describes forty occupations in which the children have learned to use a needle, to make various stitches and acquired useful skills /how to sew on a button, a book, how to make a simple dress for a marionette/.

522. TODOROVA-SEMERDZHIEVA, L.: Sadarzhanie i organizatsiya na obshtestveno-politicheskata deynost na uchinitsite. /The content and organization of pupils' socio-political activities./

Nachalno obrazovanie, 21, 1981, No.10, pp.29-34.
8 refs.

Socio-political work takes the most important place among various kinds of pupil activities. The author characterises its basic structural elements - objectives, tasks, planning, task sequences, supervision, summing up results. She goes on to discuss the principal methods and forms of work used: play, commemorations of important anniversaries, socio-political activities among citizens /concerts, looking after historical monuments, etc./.

523. VLASOVA, N.: Podelki iz prirodnogo materiala. /Objects made from natural materials./

Doshkolnoye vospitaniye, 1981, No.1, pp.21-23.

A teacher describes her personal experience. In the beginning the children collected natural materials /horsenuts, cones, small twigs/ and sorted them out to keep in seperate boxes. While they were collecting the material, they were able to observe natural objects, to compare them and to think what could be made from individual kinds of material. When working with natural materials, the teacher sought to meet the following objectives: to teach the children to find ways of making various objedts from natural materials; to familiarize the children with various materials and their properties; to guide the children towards independence /to prepare the material, to put it away when they've finished work/; to form a positive attitude to work, to teach them to work in a collective, to help each other, to evaluate correctly one's own work and that of his/her friends; to form creative aptitudes and imagination in the children; to form in them qualities such as responsibility, persistence; to make practical use of the objects the children have made themselves. At first, the children made individual objects and various animals. Later on they made compositions, such as "a hare lying under a bush" etc. The author concludes her article by giving a detailed description of several occupations.

9. SPEECH AND LANGUAGE EDUCATION

9.1 Speech development

524. ĎUNGELOVÁ, H.: Jazyk ako regulátor správania dieťaťa.
/Language as a regulator of children´s behaviour./
Predškolská výchova, 36, 1981/1982, No.2, pp.1-4.

One of the functions of language is to affect the behaviour of others. Marxist-oriented linguistics calls it a pragmatic function and it is conceived as an attribute of language affecting the behaviour of the recipient in the process of language communication. Language plays primary role in the system of media used by a teacher to influence children educationally. Yet, there is a difference between a spontaneous Command of language and its actual usage in contact with children, as a means of education. The teacher should, therefore, have an adequate knowledge of the pragmatic function of language and be able to make adequate use of it in educational practice. Vocabulary falls into two categories: 1. words which have an exclusively informative content;they primarily influence intellect; 2. words which, in addition to an informative content, also include an emotionally evaluative or volitive component. Such words make up the pragmatic constituent part of vocabulary. Pragmatic words are of primary importance in contact with preschoolers, for they are suited for his/her specific mental characteristics, ideation and emotionality. To enrich and develop a child's inner world means, among other things, to make the fullest possible use of the pragmatic constituent part of the vocabulary of his/her mother tongue. This, however, must not be done at the expense of its informative constituent part which develops logical-conceptual thinking. If always the same expressions were used by a person trying to affect a child's behaviour, they would cease being effective. This is why a teacher must have a command of pragmatic synonyms, i.e. words with a related pragmatic content. Literary works constitute the main source of stretching the vocabulary of pragmatic words, for their authors use emotionally concrete speech-forms.

525. IGLICKA, Z.: Charakterystyka wlaściwości mowy dziecka w wieku przedszkolnym /4-7 rok źycia/. /A characterization of the qualities of children's speech in early childhood /4-7 years/.

Wychowanie w przedszkolu, 34, 1981, No.3, pp.139-144. 13 refs.

The author reports on the results of research into children's speech development; the study was designed to investigate the development of vocabulary in conjunction with age, the correct or incorrect usage of pronunciation and speech-forms, the correlation between speech development and thought, or between speech and emotional development.

526. IGLICKA, Z.: Role przedszkola w stymulowaniu mowy dziecka. /The role of nursery school in children's speech stimulation./

Wychowanie w przedszkolu, 34, 1981, No.2, pp.79-84. Continued.
7 refs.

The author, a speech therapist working at the counselling clinic set up at a special nursery school in Warsaw, discusses, with references to literature, the main factors affecting children's speech aptitudes; she describes the characteristic features typical of the individual stages taking place in child and speech development, including diagnostic methods and techniques found useful for recording them /this especially applies to children aged three and going on to be four./.

527. IGLICKA, Z.: Rola przedszkola w stymulowaniu mowy dziecka. Diagnoza poziomu funkcji mowy pięcio-, sześciolatków. /The role of nursery school in childrens' speech stimulation. A diagnosis of the functional level of speech in five- to six-year-old children./ Cont.

Wychowanie w przedszkolu, 34, 1981, No.4, pp.220-223.
7 refs.

This is a continuation of a speech therapy course for nursery school teachers; the author mentions the relevant handbooks as well as techniques used to determine the level of speech aptitutdes of six-year old children facilitating children's diagnosis falling into the following groups: a/ matching a child's age, b/ talking better than expected at his/her age, c/ talking worse, a speech-retarded child /in the author's opinion, this applies to around 20-40 percent of children/.

528. IGLICKA, Z.: Rola przedszkola w stymulowaniu mowy dziecka. Warunki prawidlowej diagnozy i jej zakres. /The role of nursery school in children's speech stimulation. What determines correct diagnosis and its scope./

Wychowanie w przedszkolu, 34, 1981, No.5, pp.276-283. 6 refs.

Diagnostics falls into two areas: that of investigation of "speech reception" /i.e. hearing viewed not only from the medical angle, but the phonetical angle as well, including the ability to analyze and synthetize syllables, etc./ and that of investigation of "speech production" /i.e. the correct movement of the tongue, lips, as well as the extent and correct usage of active vocabulary, formation of grammatical forms, etc./. The article presents an instructive description of a diagnostic technique.

529. MAESTRAS y MOORES, J. - RONDAL, J.S.: *Le premier environnement linguistique des enfants nés de parents sourds.* /The primary linguistic environment of children born to deaf parents./

Enfance, 1981, No.4-5, pp.245-24, 245-251.
3 tables, 8 refs.

The subjects were seven infants aged one to six months and their deaf parents from Pennsylvania. The researchers investigated interactions between the infants and the parents /especially mothers/ taking place in the family environment during feeding, bathing and free play. The video-recordings have demonstrated that the parents use diverse techniques of communication, including gestures, voice and touches. The unhearing parents establish harmonious, natural and active relations with their children from the very beginning. These findings suggest that the acquisition of communication skills is independent of the communication technique /organ of hearing - word, organ of vision - gesture/.

530. SCAGLIOSO, C.: *Linguaggio segreto del bambino ed educazione.* /A child's secret language and education./

Scuola materna, 68, 1980, No.14, pp.899-900.

By the term "linguaggio segreto" the author means a child's non-verbal means of expression and his/her communication system prior to speech development; the paper draws attention to the studies conducted by the Royal Society in Great Britain /1965-1970/

under the leadership of W.H. Thorpe, and to the colloquium "Man's Unity" held in Paris in 1972. A book by LEWIS, D.: Il linguaggio segreto del bambino, Turin 1980, has recently come out in Italy; the author comments on its findings and complements them by his own observations.

9.2 Developing language

531. BRACKMAN-REMICHE, O.: Comptines pour bien parler ......
/Nursery rhymes for correct speech ..../

L'école maternelle belge, 1980/1981, No.4, pp.176-182, p. 185.

This is a report on the two-year activities of a group of preschool education specialists who have prepared the book "Nursery Rhymes for Correct Speech". They have developed a method of teaching children to speak correctly by making use of poetry for children. It is based on the principle that bad habits should not be corrected by re-education, but that they should rather be replaced by new habits. Nursery rhymes are considered a useful means of speech education, for children like them, they are easy to remember, are usually funny and there is rhythm in them enabling children to associate them with movement. The article contains a number of practical examples.

532. TSVETKOVA, E.: Preraskazat kato sredstvo za stimulirane na detskoto slovesno tvorchestvo. /Recounting as a means of stimulating children's literary creativity./
Preduchilishtno vazpitanie, 29, 1981, No.2, pp.10-14.

The author gives a detailed analysis of the shortcomings discovered in the field of mother tongue development in nursery school. One of the main chances of improvement lies, in the author's opinion, in the more consistent developing of children's independent oral literary creativity, especially by means of giving accounts of suitable texts. To illustrate this kind of work, the author has included in her article some valuable methodological suggestions.

533. GERBOVA, V.: Sostavleniye opisatelnykh rasskazov. /Developing descriptive narration./
Doshkolnoye vospitaniye, 1981, No.9, pp. 28-34.

Children of senior preschool age should learn to give an accurate, concise and fitting description of an object, aimed at perfecting their speech and thought. This skill develops very slowly in children. An analysis of observed occupations and interviews with teachers indicates that occupations designed to teach children to describe objects are very difficult to carry out; only some children are active in them, for they do not appeal to children and as such they tire them out easily. The author has arrived at the conclusion that children are not sufficiently motivated by them. She analyses several motivational techniques and comes to the conclusion that children are motivated best by playing Exhibition, which enables children to act as guides and to describe objects. Better results /with respect to the length of monologue, richness of expression/ are achieved when children describe some complex exhibits /mechanical toys and the like/. The author describes the course of several occupations, including children's monologues describing individual objects.

534. IVANOVA, S. - DOLOTOVA, L.: O razvitii vyrazitelnoy rechi./Developing distinct speech./

Doshkolnoye vospitaniye, 1981, No.3, pp.58-60.

The authors differentiate between "distinct speech" and "distinct reading". Spontaneous speech of both an adult and a child is always distinct, contrary to a situation when the stimulus for speech is not a wish to communicate something, but a necessity. In nursery school, where most occupations assume a playful form, children can be taught not to succumb to unreal circumstances. If a nursery school teacher develops creative fantasy in children she largely paves the way for their subsequent acquisition of distinct reading in the lower grades of elementary school and, at the same time, lays the foundations for future literary education. Education aimed at attaining a high sound quality of speech is based on developing the capability of auditive speech perception in children. The ability of auditive speech perception does not lie in speech perception alone, but in its articulation as well. When children from nursery school move to elementary school they are expected to be able to pronounce correctly all speech-sounds. When a teacher practises with children correct breathing, voice modulations varying the range of strength, tempo and timbre as well as speech-sounds, she will draw upon their capability of imitation. She develops their ability of auditive speech perception, thus laying foundations for future distinct reading and narration at school. She should make good use of the close link between auditive speech and musical perception. Music education occupations are designed to develop the quality of hearing and sense of rhythm, while correct pronunciation is practised by singing.

535. JÍROVÁ, Z.: Ke slovním hrám. /Concerning verbal games./ Predškolská výchova, 35, 1980/1981, No.9, pp.9-11.

The author describes how verbal games contribute to achieving a higher quality and enriching children's verbal expression. Games such as "What Would Happen If....." give children a chance to discover new words and to express their thought. A teacher's questions put in verbal games should not be suggestive, rather they should encourage thinking. Verbal games can be used to meet several objectives at once, for example to develop the content of speech and to practise correct pronunciation at the same time. Sometimes, a particular speech-sound is repeated and practised too often. This is why both the content and form of the games must be carefully selected. Children must enjoy playing verbal games; repeated failure and a tactless approach to a child might result in verbal negativism.

536. YOLOV, N.: Obuchenieto po svarzana rech i stroezhat na izrechenieto. /Teaching connected speech and sentence formation./

Preduchililishtno vazpitanie, 29, 1981, No.8, pp.3-6. 3 refs.

Language instruction constitutes an important factor of child personality development. Attention should be paid especially to children's language usage. They should be familiarized with the logical formation of sentences and larger sentence complexes, of answering questions, etc. The author has included a number of methodological suggestions to this end.

537. KONONOVA, I.: Razvitie rechevogo podrazheniya. /Developing speech imitation./

Doshkolnoye vospitaniye, 1981, No.8, pp.36-38.

The author reports on the methods of work used in occupations with children from seven months of age, aimed at speech imitation. The author has adhered to the following principles: a child's interaction with an adult constitutes a stimulus for speech imitation; to encourage a child to imitate means to organize his/her specific orientational activities, to support his/her additive and visual concentration. Children should not only hear sounds, but also see their articulation. Occupations should be systematically repeated, at short intervals; the teacher should proceed from the simplest sounds which the child has already pronounced before, to more complex ones. The occupations should include handling of objects and teaching the children new ways of handling them. A child should get an opportunity for active speech expression at waking time; conditions should be created for children to facilitate their imitating each other. The author goes on to describe in detail some techniques used by adults when working with children.

538. KUBÍKOVÁ, U.: Integrace úkolů mravní a pracovní výchovy v zaměstnání z jazykové výchovy. /Integrating moral and work education tasks into language education occupations./

Predškolská výchova, 35, 1980/1981, No. 10, p.11.

The author describes an occupation in which she summarised and corrected the children's knowledge of various trades which they had acquired by watching them while taking walks. The content of the occupation was to play Exhibition, where tools would be on display as used by a bricklayer, a carpenter and other craftsmen. The children named these objects, described what they were used for, they classified them and grouped them for the individual workers. Before the occupation was over, the children themselves had arrived at the conclusion that all trades were important and that human work deserves respect.

539. KUDRINA, G.: Ispolzovaniye zvukozapisey dlya razvitiya rechi detey. /Making use of sound recordings to develop children's speech./

Doshkolnoye vospitaniye, 1981, No.12, pp.11-14.

When listening to the speech of an adult, a child obtains information from two sensory channels, the auditive and the visual. Mimicry, facial expression, articulation constitute secondary means of information. A child finds himself/herself in twofold emotional contact with the speaker, which contributes to his/her easier committing of the text to memory. When listening to sound records, a child receives only auditory information. The role of intellectual activity increases in importance under such circumstances. Research findings indicate that when, on listening to a sound-recorded story, children were asked to give an account of it, the information they recalled was reduced nearly to a half of that recalled on listening to the same story narrated by a teacher. The quality of the information was also lower. Skills should be formed in children as would facilitate the comprehension of verbal information obtained from a sound record. In the author's opinion such skills are independence and activity of perception, self-control in listening, self-control in recounting. The author, planning this kind of work for the preparatory class, broke it down into three steps: 1. formation of habits and skills required for any kind of listening /listening to a speech, comprehending its content and being able to analyse and recount it/, 2. listening to brief sound recordings, 3. using sound recordings to meet objectives such as speech enrichment by means of figurative phrases, intonation drill, perfection of connected narration.

540. *Langue orale - langue écrite.* /Spoken language - written language./

L'éducation enfantine, 1981, No.5, pp.7-22.
5 photographs.

The paper consists of three parts. The first deals with language education. Language education in nursery school comprises - among other things - the basics of reading and writing, for the French language exists in two forms, written and spoken. Spoken language facilitates a child to express himself/herself spontaneously and emotionally, written language presents an objective transcription of a communication. As regards spoken language, children learn to master both the kinetic elements /gestures, mimicry/ and the phonetic elements of communication /intonation, articulation, vocal expression/. In the field of written word, communication becomes enriched by new lexical and syntactic elements of language. -
The second part of the paper deals with reading instruction based on the global method, motivated by

listening to a song. - The third part presents a description of a strategy used in teaching children to acquire the basics of writing. The article is concluded by a bibliography of French works dealing with elementary reading and writing instruction and a list of didactic material from this field.

541. LYAMINA, G.: O nekotorykh aktualnykh voprosakh razvitiya rechi. /Some issues concerning speech development./

Doshkolnoye vospitaniye, 1981, No.10, pp.44-48.

The period between two to five years of age is most favourable for speech development. The author deals with the speech of children of middle and senior preschool age. The structure of sentences changes in the fifth year;children tend to use more verbs, adjectives and adverbs. Their sentences become more developed. A child's speech activity is highest in the fifth year. A child's thirty-minute dialogue taking place during play consists, on the average, of 180 to 210 words. Later on this activity diminishes. It is not a negative phenomenon. Children explain less, but they give instructions. Assistance should be provided at this age with organizing the grammatical structure of the mother tongue and attention should be paid to organizing such independent children's activities as stimulate their speech.

542. LOGINOVA, V.: Rol sistemy znaniy v obuchenii detey rasskazyvaniyu. /The role of the system of knowledge in teaching children to narrate./

Doshkolnoye vospitaniye, 1981, No.10, pp.10-12.

There are two approaches to using pictures. It is conversation about a picture and subsequent independent narration of an invented story inspired by the picture. The author describes work with pictures depicting the work of farmers. The children's knowledge of the surrounding world had to be systematically extended to make it possible for them to talk fluently about the pictures. This was facilitated by excursions, observations, discussion sessions, reading. She also made use of popular games, of drawing and modelling. As a result, the children contrived to devise dialogues of the portrayed persons, they even invented short stories only when a sufficient stock of concepts and knowledge of a topic is available This can be achieved only by employing all the elements comprising educational work to this end.

543. MERTANOVÁ, J.: Ako rozvíjať reč detí. /How to develop children's speech./

Predškolská výchova, 35, 1980/1981, No.8, pp.3-7.
1 photograph, 2 figs., 6 refs.

A teacher describes her experience from applying the principles mentioned in A. Nikolayevichova's article /Doshkolnoye vospitaniye, 1966, No. 5/ to our conditions.

They include a teacher's talks with children about her personal experience, memories and impressions, talks interpreting a work of art, interpretations of a series of pictures, recounting a literary work in a shortened version, improvised narration, descriptions of toys and other objects, a talk inspired by a picture, creative narration /to complete or invent a story/.

544. REPUSSEAU, J.: Le langage et la vie. /Language and life./

L'école maternelle française, 1981, No.1, pp.22-24.

This is a brief theoretical consideration linking speech education to a child's sensibility, affectivity and morals, beginning at an early age.

545. SANDLER, E.: Zweiundzwanzig Jugoslawen, sieben Turken, sechs Italiener, vier Deutsche, ein Grieche. /Twenty-two Jugoslavs, seven Turks, six Italians, four Germans and one Greek./

Spielen und lernen, 1981, No.4, pp.20-26.
5 photographs.

The author describes experience from educational work in an all-day nursery school in which five nationalities met among forty children aged three to six. The primary objective is to eliminate the language barrier by teaching a child German, but also by the teachers' trying to learn the child's native language to cope at least with simple conversational situations. Topic-oriented and dramatising games are very effective, for by learning their part the children simultaneously learn the language of the character; the author has also found effective the children's active participation in chores associated with the life of the group, including self-attendance, cleaning and preparation of simple meals from the children's national cuisines.

546. SCHICKEDANZ, J.A.: "Hey! This book's not working right".
Young Children, 36, 1981, No.1, pp.18-27.
3 figs., 24 refs.

The author bases her consideration on a real experience when a child compared his verbal expression /he was "reading a text"/ with its graphic form and the sound analysis did not prove to be in conformity with the signs. She has used this example to illustrate how important it is to enable a child to experiment with sound analysis prior to the child's familiarisation with writing. It is a sort of reading pre-stage and propaedeutic of an analytico-synthetic activity basic to reading instruction. A survey conducted in nursery schools and first grades of elementary school has demonstrated significantly better results achieved by the children who have been able to play with texts in this manner.

547. SCHWARTZ, J.I.: Children's experiments with language.

Young Children, 36, 1981, No.5, pp.16-26.
2 figs., 24 refs.

The paper deals with the developmental phase of children's experiments with language. The author describes a sound game, imitation, nursery rhymes and puns as typical phases of language mastering. He stresses the importance of such experiments not only with respect to mastering one's own language, but also to attaining linguistic competence, practising functional exercises and the testing of acquired speech communication skills. He concludes by suggesting some educational strategies designed to stimulate a child's experimentation

548. SPINI, S.: La parola nello sviluppo dell 'uomo. /Word and man's development./ - Il linguaggio verbale. /Verbal language./ - Linguaggi e parole. /Languages and words./ - Parola e pensiero. /Word and thought./

Scuola materna, 68, 1981, No.12, pp.777-778; No.13, pp.836-838; No.14, pp.901-902; No.15, pp.973-975.

This is a series of papers dealing with children's language education, development of speech and language communication conceived as the central problem of children's education in early childhood.

549. STRUNINA, Ye. - USHAKOVA, O.: Vliyaniye slovarnoy raboty na svyazanost rechi. /The effect of stretching children's vocabulary on their connected speech./

Doshkolnoye vospitaniye, 1981, No.2, pp.43-45.

The author reports on assignments set experimentally to children attending preparatory classes. They were designed to explain and define more clearly the meaning of individual words and to develop in the children the ability to choose speech-forms. The proof of a child's comprehension of a word and its becoming part of the child's active vocabulary is its correct usage in speech. The experiment focused on the choice of synonyms and antonyms and their usage; the children were asked to choose the most fitting expressions from a number of synonyms, to construct sentences by choosing from a number of synonyms; to choose intentionally such words as would make a clear-cut phrase. The experiment was concluded by asking the children to invent and narrate a brief story. In comparison with the performance of the children in the control group they had learned to use fitting words, their fluency improved as well as their ability to choose intentionally a particular word matching a specific situation.

550. TERZIEVA, B.: Rabota nad svarzanata rech v sledbukvarniya period. /Developing connected speech following alphabet acquisition./

Nachalno obrazovanie, 21, 1981, No. 2, pp.41-47.
2 tables, 7 refs.

The author deals with developing speech and knowledge of the mother tongue in the second half of the first year of primary school, paying special attention to enrichment of children's vocabulary and its activation. She has included in her article a number of methodological instructions and exercises.

551. VRANIAKOVÁ, M.: Spolupráce s rodičmi pri skvalitňovaní reči detí. /Cooperation with parents in improving the quality of children's speech./

Predškolská výchova, 35, 1980/1981, No.10, pp.18-20.
1 photograph.

The author presents her experience from a place where the Šariš dialect is mostly spoken. When children come to nursery school they start getting used to literary Slovak. The teacher explains parents that they should see to it that their children spoke literary Slovak at home too and pronounced it correctly. She recommends parents to use, on various occasions, popular rhyming verses, riddles, counting-out rhymes. Children have free access to books in the nursery school. They look through pictures, discuss them. Cooperation of several years' standing exists between the nursery school and a Lending Library for Children and Young People. Children, accompanied by their parents or the teacher, come to the library to borrow books. The teacher recommends parents to read to children at home. To raise parental interest in the language education of their children the nursery school demonstrated a model occupation to the parents - a discussion session about the plants which the children had grown and observed in winter.

9.2.1 Foreign languages

552. BLOMART-BRADFER, J.: La jeune enfant migrant et la scolarité. /A young emigrant child and school attendance./

L'énfant, 1981, No.1, pp.39-48.
2 tables, 3 refs.

Approximately one million foreigners live in Belgium today, about a quarter of them belong to diplomatic corps and the rest are emigrants who come to seek employment from Greece, Turkey, Spain, Morocco and other countries. Integration of these emigrant children into nursery and primary schools places new requirements on the Belgian system of education: there are efforts to set up an "intercultural" school educating children from early childhood in their native language, along with systematic instruction in French, while teaching at primary school would be bilingual. Both emigrant children would profit from the variety of languages and cultures, for they could adapt to the new environment without losing contact with their own culture, and Belgian children would profit too, as this would mean opening a door for them to other languages and cultures whose knowledge may prove useful in the future.

553. **FARGEAS, J.:** Des enfants éntrangers dans la classe ...
/Emigrant children in the class..../

L école maternelle française, 1981, No.3, pp.11-13.

Many emigrant children attend French schools and school facilities today. In some area, they represent 60-80% and as many as 25 nationalities. This fact - difficult both for emigrant children and French children who are in minority - places extraordinary requirements on the work of nursery school teachers. Emigrant children may be divided into two groups: one, which is not so numerous, consists of children who do not speak French and have a more or less good command of their native language /les enfants non francophones/ and the other, consisting of children who have lived in France since they were born and understand both their native language and French /enfants de double culture/. Overcoming the language barrier in contact with children and their parents represents the most difficult problem for all preschool workers, especially nursery school headmistresses. A point of departure for mastering French, an introduction to its culture and integration into the international children's community is seen in "intercultural activities", rhythmical movements of the body, nursery rhymes, etc., for they all motivate a child towards acquiring the language and they also make it possible for children to express themselves in a manner matching the degree of their socialization.

554. OKUNEV, I.: U podnozhya Ararata. /At the foot of Ararat./
Doshkolnoye vospitaniye, 1981, No.6, pp.34-36.

The author presents his experience from a combine facility crèche-nursery school in Yerevan, where children learn the Russian language. The teacher discusses popular topics with the children, she asks them questions, plays games with them, especially dramatising games. In this way, the children acquire new words and learn how to use them. When looking at pictures the children are asked to say what they see, to describe the action. Sometimes the children talk and behave as if they were the portrayed characters. Reciting and learning poetry has proved useful in practising Russian. A speech therapist devotes a lot of care to the children. Special exercises have been developed to teach the children correct pronunciation of Russian words and Russian intonation. The parents care a lot for their children's mastering the Russian language as early as preschool age.

555. RANOV, V.: Ruskiyat ezik v detskata gradina i igrovo-rechevite zanimaniya na otkrito. /The Russian language in nursery school and verbal games./
Preduchilishtno vazpitanie, 29, 1981, No.8, pp.13-21.
9 refs.

The Russian language instruction is based on a series of speech situations interlinked through their topics, executed in various topic-oriented, locomotive and musical games, dramatisations, etc. With their aid, children begin to speak correctly in a spontaneous and relaxed manner, enjoying it. The author has included in his article a number of methodological and practical instructions.

10. INTELLECTUAL DEVELOPMENT, INTELLECTUAL EDUCATION

10.1 Perception

556. ODEHNAL, J.: Vnímání novorozence. /The perception of a newly-born baby./
Umění a řemesla, 1981, No.4, pp.67.
3 figs.

The author makes the readers acquainted with the latest research of the perception of newly-born babies. It turns out that the perception of a newly-born baby is not only a passive reaction to the environment, that it is an active process in which the baby itself processes the stimuli that it receives from the outside and uses them as a basis for the formation of the first, though as yet imperfect knowledge of the surrounding world. It can be stated on the whole that the perception abilities are substantially bigger than it was expected formerly. Especially the capacity of auditive perception is surprising /the length, strength and height of sounds and the rhythm of their alternation/.

557. WITTLING, M. - RAPHEL, CH.: A propos d'une observation concernant la perception visuelle du nourrisson pendant le premier mois de la vie. /Observation of the visual perception of a suckling in the first month of its life./

Enfance, 1981, No.4-5, pp.311-320.
1 fig., 26 refs.

This research study concentrated on experimental observation of the visual perception in the first month of life. The study contains three parts. The first one contains a survey of papers on the perception of sucklings published so far. It shows differences in views of this problem. The second part deals with a description and an analysis of the results of the observation of a single infant. The third part contains a methodological reflection on the suitability of the ethological approach to this problem. The observation conducted so far represents the initial stage of the research of the visual function in the first month of life. Its results should be verified by further research covering a larger group of children.

10.3 Thinking

558. TSEKHANSKAYA, L.: *Osvâivayem "osnovy planirovaniya".*
/Mastering the "elements of planning"./

Sem´ya i shkola, 1981, No.11, pp.28-29.
1 photograph.

In the fifth year of age, the child masters the skill to anticipate and plan its activities. The parents can support this process: they can guide the child to think over in advance what it will make or draw and how to do it, how to keep its things in order and the like. The child chooses a topic for its play, chooses supplements for the play, discusses the division of roles with other children. The child learns in play not only to plan its activities but also to cooperate with its contemporaries.

559. COONEY, E.W. - SELMAN, R.L.: *Children´s use of social conceptions: toward a dynamic model of social cognition.*

The Personnel and Guidance Journal, 58, 1980, No.5, pp.344-352.
3 tables, 29 refs.

Basic research of the development of interpersonal conceptions is described and new directions are outlined. The main stress is laid on practical application and analysis of reflective deliberation, in the course of action. The aim is to show that this developmental model of social cognition can be used for analyzing other kinds of social functions. The effort to differentiate several related kinds of functions and to analyse all of them with the same basic model has considerable possibilities of implication in theory, research and intervention. Two ways of analyzing deliberation are differentiated - reflective deliberation and initial orientation. Each of them reveals something different in the child's social understanding /children with less verbal utterances have worse test results than children with more verbal utterances with respect to the different depths of reasoning taken into account in the assessment/. Further implications are enabled by the relation between social thinking and social behaviour. The presented analysis indicates that it would be more suitable, instead of comparing wide categories of thinking and behaviour, to concentrate on the analysis of specific problems /leading role in the starting of friendships/ and to compare them with directly related social behaviour /actual attempts to win friends or to lead a group/. It is possible to study directly the nature of a relation between interpersonal thinking, consciousness and behaviour on the basis of similarities - i.e. in spheres that were assessed on the basis of considerably differing measurements. This type of research should show that, although these spheres are subjected to an analysis outside the basic model, the reflective thinking of a child is the same or higher than its behaviour and that the stage of interpersonal orientation is found somewhere inbetween. An analysis of the differences in the stage outside these kinds of function has revealed a way in which some factors influence social functions of a child in all three spheres /an impulsive child shows considerable differences in reflective thinking, initial orientation and behaviour whereas a reflectively thinking child does not/. A similar comparison of the ways of thinking outside these three kinds of function may help towards an understanding of children with problems in interpersonal behaviour and possible intervention. The tasks and aims of an effective intervention aimed at improving the thinking of children and eliminating problems in their behaviour are enumerated. The tasks of further research into these problems and its necessary extension are discussed. The interpersonal knowledge, attitudes and behaviour of a child are so complex that they cannot be reduced to five stages of thinking.

560. KOMRATOVA, N.: Oznakomleniye s prostymi tekhnicheskimi ustroystvami. /Getting to know simple technical mechanisms./

Doshkolnoye vospitaniye, 1981, No.1, pp.39-42.
2 figures.

This is information on a research study that was aimed at elaborating a system of knowledge and skills reflecting the basic principles of work of simple mechanisms and their interaction in complex structures;the elaboration of methods of making the children familiar with simple mechanisms formed a part of the research study. The programme of the experiment contained: the formation of a system of knowledge and skills reflecting the basic principles of work of simple mechanisms; the formation of generalised ideas of the mutual relations between simple and complex mechanisms; the formation of ideas of the dependence of the design of mechanisms on the conditions of their use. The children were expected to get familiar with the specific features of the outside appearance of the respective mechanism /its main parts and their mutual relations/, the principle of design and operation of the mechanism, its use. In the first stage, the children got acquainted with the principle of lever and its use in everyday life /balance, tongs, nut wrench/. The further stage included the winch, the roller and the suspended railway. The children showed considerable interest in the work since the very beginning. Getting acquainted with simple mechanisms enabled them to understand the mutual relations of individual parts in more complex technical instruments. For example, the children got the task to assemble an operating crane out of simple mechanisms. They used knowledge gained in the course of occupation for constructive plays and for productive activities, such as assembly, drawing etc. Preschool children should be made familiar with simple mechanisms in the form of systematic instruction, while participating actively in instructional plays and solving a number of practical and constructive tasks.

561. KONONENKO, II.: Znakomstvo detey so vremenem. /Making children acquainted with time./

Doshkolnoye vospitaniye, 1981, No.7, pp.11-13.

Children start to show interest in time at a very early age. Younger children connect the concept of time with events that they know well /Christmas is in winter/. The children should get to know the parts of the day before learning the meaning of today, tomorrow etc. These concepts are connected with activities that take place at a specific time regularly every day. The author presents the records of two occupations aimed at extending the children´s notions of the work of adults in various parts of the day, to make their time notions more precise, to activate their vocabulary denoting time concepts.

562. KORZAKOVA, E.: Razvitiye umstvennoy aktivnosti s pomoshch´yu stroyitel´nykh igr. /Development of intellectual activity through constructive plays./

Doshkolnoye vospitaniye, 1981, No.12, pp.21-27.

Research conducted by Soviet scientists shows that plays with building sets develop not only creative imagination, that they contribute to the development of intellectual activity. The child develops its ability to analyze, to imagine the results of its activity as a whole and at the individual stages of construction, alongside with the increasing difficulty of tasks that it has to solve. The authoress describes a research study of children using a big building set. The research study had the following aims: to determine the importance of constructive plays for the development of intellectual activity at various stages of its development /premeditation of the contents of play and the approach to the solution and the implementation of the intention/; 2. to elaborate a way of guiding the children that would stimulate the development of intellectual activity and of independent play activity. The children found the task of building a ship, airplane or rocket in which they could play comparatively difficult. They were given sketches and this helped them to pursue the original goal. The children's intellectual activity manifested itself in processes such as cognition, differentiation and comparison. Later it changed into abilities that can be characterised as complex intellectual operations /such as generalization, drawing conclusions, abstraction/. This enabled the children to combine and adapt the original intention in accordance with the requirements of the play.

563. PAVLOVA, L.: Osobennosti poznavatel'noy aktivnosti malyshey. /Specific features of the cognitive activity of young children./

Doshkolnoye vospitaniye, 1981, No.6, pp.40-42.

This is information on the results of a research survey that was aimed at finding differences in the cognitive activities of children in the course of the first three years of life. The children were divided into seven groups according to their age but the conditions of the experiment were the same for all of them. Each child came in the company of a nurse and sat behind a table fitted with a light and sound panel connected with the experimenter's control panel. Signals and pictures /e.g., of a cock/ appeared on the panel in a certain sequence and at certain intervals. The experimenter noted the time and nature of the child's orientational search, its verbal reactions, reasons for turning to the adult,its emotional manifestations. The following conclusions can be made from the children's reactions: In the first year of life, the development of the child's cognitive activity is manifested not only by the increased volume of knowledge of the environment but, primarily, in the child's mastering the orientation in its surroudings in a better way; the nature of the child's active searching activity, its contents, dynamics, orientation and motivation change. In the second year of the child's life, a certain strategy of acquiring information is formed; the orientational search is charecterised by elements of purposeful acquiring of information, by searhh; certain elements of forethought can be observed. By the end of the third year, the child's orientational search shows a definite level of planning and forethought.

564. PAVLOVA, L.: Rasshireniye orientirovki v okruzhayushchem i razvitiye rechi. /Improvement of orientation in the surroundings and speech development./

Doshkolnoye vospitaniye, 1981, No.12, pp.7-11.

The authoress specifies the sphere of objects and phenomena that children get acquainted with in their second year of age. At that age, children begin to grasp what the objects are used for, they begin to master functional activities. Children's conceptions of objects and phenomena in their environment concern concrete objects in a concrete environment. The formation of generalised conceptions of objects and ways of handling them is the main task in making the children familiar with their environment. One of the conditions of speech development is stimulating in the child the need for a verbal contact with an adult. This is why adults should find interesting stimuli for children, such as handling things of daily use and toys. In the course of daily contact, the adult explains to the child not only the way in which things are used but also the motivation. This enriches the orientational search of the child. The use of questions and answers is suitable for speech stimulation. The adult asks questions and gives answers instead of the child. The child hears both the question and the answer and begins to understand the situation better. If the question is one that the child may answer itself, the adult waits for the answer patiently and gives a hint if necessary.

565. TODOROVA, R.: Diferentsiran podchod kăm detsata pri obshtuvaneto văv vrăska s formirane mechanismi na intelekta i povedenieto. /Differentiated approach to children in mutual contacts in connection with the formation of the mechanism of intellect and behaviour./

Preduchilishtno văspitaniye, 29, 1981, No.9, pp.12-15.
1 ref.

In the course of its development, the child acquires intellectual and manual experience from adults. The authoress draws teachers' attention to the fact that it is necessary to proceed with great responsibility in this sphere and face children with increasingly higher and more demanding requirements and tasks of intellectual nature to ensure that the children get into situations that evoke new questions and activate their thinking. Further, the authoress stresses the decisive role of the educator in the formation of the children's socially moral activity.

566. TOMÁNKOVÁ, R.: Rozvoj logického myšlení a řeči ve smíšeném oddělení. /Development of logical thinking and speech in a mixed class./

Predškolská výchova, 31, 1980/1981, No.8, pp.8-10.
2 photographs, 1 fig.

The article discusses the experience with the development of speech, thinking and logical prerequisites for mathematical concepts in three- to six-year-olds. The author started with spatial orientation and used building blocks. Topics from the Sluníčko magazine were chosen for perception exercises, the children put beads on strings and glued colour shapes on paper. Space relations were reinforced in the daily morning exercise and on walks. The children got acquainted with geometrical figures while observing their surroundings. They used geometrical figures in various colours for making various patterns. By the end of the school year, the teacher concentrated on material sorting, selection and grouping in the form of didactic plays. Making groups according to numerical symbols was the culmination. The children learnt to line up, they determined who was the first one and who was the last one. The teacher checked the children´s knowledge by means of work sheets.

567. VENGER, L.A.: Úloha učenia v rozumovom vývine a formovaní všeobecných intelektových schopností detí predškolského veku. /The role of learning in intellectual development and formation of general intellectual abilities in preschool children./

Predškolská výchova, 35, 1980/1981, No.6, pp.21-23.
1 photograph.

The psychological laboratory of the Preschool Education Research Institute at the Academy of Educational Science engages in the research of the formation of general intellectual abilities. It was necessary to find an answer to the question regarding the contents of the concept of general intellectual abilities. It turned out that, within the framework of the general intellectual abilities formed at preschool age, especially spatial modelling and the making and use of spatial models are of special importance. It was the aim of the research study to teach the children how to make and use object and graphic spatial models within the framework of various elements of education and various activities. The impact of this instruction on the children's general intellectual development and, especially, on the solution of various intellectual tasks was studied. The research study covered two groups of nursery school children and observations were made for four years. An experimental programme was prepared for the purpose. It contained the requirements laid down in the curricula with only minor changes but the methods differed fundamentally from the usual practice. In their occupations the children learnt modelling of various relations between objects and phenomena. For example, they used ready-made geometrical forms to prepare the layout of furniture in a dolls' room. The results of the study shewed that children from experimental groups were more advanced in solving all kinds of tasks. They were able to solve even such tasks that, according to Piaget, can be solved by children in pre-adolescence at the earliest. The overwhelming majority of children from experimental groups started solving tasks by rote after two or three trial ones whereas control group children needed ten or twelve of them; some of the control group children were not able to solve them without the help of outside auxiliary stimuli. The progress of experimental group children in solving tasks of logical nature was accompanied by at least equal progress in solving tasks requiring object-symbol thinking. The modelling of logical relations did not suppress the symbolic forms of thinking by logical ones, it contributed to a more successful use of both. This verified the correctness of the hypothesis that spatial modelling is a general intellectual ability formed at preschool age. This modelling ensures the development of object thinking as preparation for the acquisition of logical thinking.

10.4 Basics of mathematics

568. PAKIRSKA, J.: Văzmozhnosti za usvoyavane na elementarni matematicheski znaniya. /Possibilities of acquiring basic knowledge of mathematics./

Preduchilishtno văzpitaniye, 29, 1981, No.9, pp.1-6.
4 figs., 1 ref.

It is necessary to use sensitive periods in the child's biological and psychological development for its intellectual development. The authoress submits a proposal of a system of acquiring elementary mathematical knowledge by children between the ages of two and six. The individual parts of the system are linked and they respect the children's age peculiarities. The system is supplemented by a number of examples of experimental work in this sphere.

569. IGNATOVA, T.: Organizatsiya i upravleniye na uchebniya proces po matematika. /Organization and control of the process of teaching mathematics./

Preduchilishtno văspitaniye, 29, 1981, No.4, pp.5-9.

The author discusses the acquisition of basic mathematical concepts at nursery school. Children at the age between 3 and 7 should not master individual mathematical facts but rather a system of mathematical knowledge that is comprehensible for them and develops their cognitive abilities.

570. MAJERNÍKOVÁ, M.: Matematické predstavy v jednotriednej škole. /Mathematical concepts in a single-class school./

Predškolská výchova, 35, 1980/1981, No.8, pp.19-20.
1 photograph, 1 figure.

The experience from a single-class nursery school is described. The teacher divided the children into two age groups. Five- to six-year-olds fulfil more demanding tasks in independent occupations and they practice the acquired knowledge in joint occupations where three- to four-year-olds thus acquire new knowledge. The author gives a detailed description of an occupation in which it was the task of the younger children to realise the shape differencies of objects and the older children were to learn to indicate triangles and squares correctly. The occupation used knowledge acquired in the previous occupation in which the children learnt to know means of transport.

571. METLINA, L.: *Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy.* /Occupations developing the basic mathematical concepts./

Doshkolnoye vospitaniye, 1981, No.2, pp.6-11.
Cont. 1.

This is continuation of the preceding volume. The authoress presents occupations No. 17-24 of transfer class children. The aim of each occupation is stated, as well as the demonstration material, material for children's work and the course of the occupation.

572. METLINA, L.: *Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy.* /Occupations developing the basic mathematical concepts./

Doshkolnoye vospitaniye, 1981, No.4, pp.19-24.
Cont. 2.

This is continued description of occupations No. 25 - 32 in the transfer class.

573. **METLINA, L.:** *Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy.* /Occupations developing the basic mathematical concepts./

Doshkolnoye vospitaniye, 1981, No.6, pp.13-19.
Cont. 3.

This is continued description of occupations No. 33-40 in the transfer class.

574. **METLINA, L.:** *Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy.* /Occupations developing the basic mathematical concepts./

Doshkolnoye vospitaniye, 1981, No.12, pp.14-20.
Cont. 4.

This is continued description of occupations No. 41-48 in the transfer class.

575. **PAVLOVA, L. - YEROFEYEVA, T.:** *Razvitiye matematicheskikh predstavleniy u doshkolʹnikov.* /Development of mathematical concepts in preschool children./

Doshkolnoye vospitaniye, 1981, No. 8,pp.53-56.

The authors explain how to proceed in teaching mathematics to preschool children in the family. They aim at preventing the formal development of conceptions and at showing that the decisive thing is not the scope of knowledge but developing the result obtained in the course of learning: the child's ability to think, cogitate, ask logical questions. They describe in detail plays aimed at teaching children to count objects, to compare quantities, to add or subtract so as to achieve equal quantities, to make a number out of two smaller ones, to divide into two or more parts. The main thimg in mathematical exercises is not only the correct result calculated by the child. The child should also learn that a mathematical task must have at least two numbers and a question corresponding to the sense of the task. The child should be shown the difference between a task and a puzzle. Addition and subtraction exercises up to ten should be given at the same time. This makes it easier for the child to see the difference.

576. PENROSE, W.O.: Piaget and the teaching of mathematics. Childhood Education, 57, 1980, No.1, pp.22-25.
1 ref.

Although logical operations depend on nervous mechanisms that develop in the course of time, the youngest parts of human brain are not ready for functioning. They acquire structures through exercise, experimenting and through handling objects. An operation is an action but it is internalized and coordinated with other actions of the same type. When the child is faced with problems that are not of a clearly mathematical character /questions of proportions, rules and signs occurring in experimenting/, it solves them by means of intelligence, not abilities. This is why it is necessery to evoke interest in students with limited talent for mathematics by presenting them with problems that interest them and stimulate their activity. Experiments must develop logical thinking, support free development of intellectual activity, not passivity, which is caused by insufficient dissociation existing between problems of logic and numerical and metric problems. Those believing in the child's inborn logic are wrong, they forget that logic is something that is formed gradually while the child occupies itself with activities. Thus the main aim of teaching mathematics is the development of deductive thinking. Children that are relieved from the need to count enjoy working with relations and attain operations that are flexible and accurate. As soon as they grasp these operations, it is possible to start with numbers. The children would not understand their meaning earlier. Although teachers consider this process slow, this is an approach stimulating the development of cognitive abilities and giving the pupils great personal satisfaction. The understanding of many logical and mathematical concepts develops slowly in children. Before they reach a certain age, the children believe that when an object changes its shape, it also changes its quantity in relation to substance, mass or contents. The child can get rid of such ideas only on the basis of previous experience and grasp fully the conservation of quantity /age 7 - 8/, mass

/age 9 - 10/ and physical capacity /age 11 - 12/. The child's geometrical conceptions develop /fixed distance of parallel lines, angles and perspective/ without its surmising that any changes take place. Failure in mathematics is the consequence of a bad methodological procedure of the teacher, who fills his/her lessons of mathematics with verbal explanation instead of illustrative actions. In nursery schools, mathematical exercises should begin with numerals, length and surface. These activities should grow gradually, in the course of years, into elementary physical and mathematical experimenting at secondary school. The authors give a methodological instruction for nursery school teachers on how to teach children correctly to know mathematical symbols, signs and numbers. The correct teaching of mathematics contributes to personality development, logical mastery and development of thinking, thus securing the development of intellectual independence. It is the most important task of the preschool teacher in modernized teaching of mathematics to activate and stimulate the child, to enable the child to decide freely, explore, make mistakes and errors - in a word, to act as an independent personality.

577. POLÁČKOVÁ, J.: Využití hry při rozvíjení matematických představ. /The use of play in the development of mathematical concepts./

Predškolská výchova, 35, 1980/1981, No.8, pp.9-12.
1 photograph.

The author is a teacher describing her experience. She uses play for the development of mathematical concepts laid down in the programme of educational work. The children's parents showed lively interest in the development of mathematical concepts. They were shown demonstrative aids and games contributing to the development of mathematical concepts. The children took a great liking to these plays and won their parents over for them, too.

578. STATSENKO, N.: Formirovaniye predstavleniy o mnozhestve, /Formation of notions of quantity./

Doshkolnoye vospitaniye, 1981, No.8, pp.20-22.

The article describes experience with four-year-olds. Nursery school curricula stipulate that this age group should make groups of individual objects, distinguish between one and many. One and many are not in contradiction, they are in mutual relation. The author recommends 3 - 4 occupations in making groups of objects and 2 - 3 occupations aimed at seeking a single object and many objects among things in the room, in the garden etc. A number of forms of exercising this through play is described. Mathematical concepts can be trained in the course of other activities during the day: while the children look at pictures, or in the course of physical training or music and art education where the children often meet the concept of one and many.

579. VALKOVA, T.: *Abstrakhiraneto pri ovladyavane na matematicheskite ponyatiya.* /Abstraction in the attainment of mathematical concepts./

Nachalno obrazovanie, 21, 1981, No.2, pp.16-22.
8 refs.

One of the basic aims of teaching mathematics is the attainment of mathematical concepts and laws and the formation of abilities for their use in mathematics and outside it. The author deals with the moment of transfer from concrete perception to abstract thinking. She examines the stages of this transition and points out the most suitable procedures for concept attainment.

580. VOCHLKA, V.: *Co bychom měli vědět o rozvoji matematických představ.* /What we should know of the development of mathematical concepts./

Predškolská výchova, 15, 1980/1981, No.8, pp.11-15.
6 figures.

On the basis of an analysis of nursery school practice, the author reaches the conclusion that teachers make most frequent errors in the choice of tasks. The choice is usually not systematic, the tasks do not correspond to the contents of the programme of educational work, more tasks are combined in a single occupation. The basic requirement is adherence to the procedure outlined in the programme of educational work. Orientation in space comes first and familiarisation with numbers is the last. Further, the author presents in more detail methodological procedures for orientation in space, for orientation in a plane, he describes work with paths and labyrinths, recognition of geometric forms /circle, square, triangle, oblong/, seeking of geometric forms in the surroundings and the construction of more complicated structures made of known geometric forms.

581. VOCELKA, V.: Vytváření množin a operace s nimi.
/Formation of sets and operations with them./

Predškolská výchova, 35, 1980/1981, No.9, pp.12-17.
3 figs.

The concept of a set is the final stage of the process of generalisation, it is an abstract concept. At nursery school, it is necessary to start work with the unique, the special and to arrive gradually at abstract concepts. This is why it is not recommended to use the concept of sets here; however, it is inaccurate and incorrect to replace it by the word "group". Natural terms should be used, collective concepts /gang, range, herd/. These expressions should be used in the correct context. The concept of the set is formed out of the varied collection of quantity denominations through generalisation in the course of further education. Further, the author describes the process of set formation. the procedure for operations with sets, the choice of elements of the basic set. One should proceed from the concrete when showing sets graphically, put elements of the set on a tray or into a box; the set area definition follows later. The programme of educational work does not include intersection but practice brings situations in which children meet it. Further, methodological instructions are given for making children acquainted with numbers and with arranging numbers in a row. It should be born in mind that the children should not count, they should grasp the principle, form notions of numbers. It is very important for the teacher to speak clearly and accurately, to know and use special terms and those recommended for use in nursery schools.

10.5 Basics of reading and writing

582. ALEXANDRU, J. - ANDREESCU, F.: Desvoltare vorbirii, pregătirea pentru scris, activitati matematice si cunostinte despre natura si om. /Speech development, preparation for writing, arithmetic and acquiring knowledge of nature and man./

Revista de pedagogie, 30. 1981. No.11, pp.18-25.

The paper concentrates on educational activity based on scientific principles and on preschool education facilities. Even at this stage it is necessary to approach methodologically the process of speech development, preparation for writing, arithmetic and the acquiring of the first knowledge of nature and man. The individual parts of the article /speech, writing, knowledge of nature and man, arithmetic/

contain reflections of a general nature as well as concrete examples of training.

583. BRZEZIŃSKA, A.: Ksztaltowanie gotowości do czytania i pisania. /Developing the readiness to read and write./

Wychowanie w przedszkolu, 34, 1981, No.5, pp.294-298.
7 refs.

Various levels are described that the child should reach between its third and sixth year of age to be ready for reading and writing: psychomotoric, lexical-conceptual as well as emotional and motivational. The author enumerates a number of activities developing each of the necessary abilities.

584. DAVIS, H.G.: Reading pressures in the kindergarten.

Childhood Education, 57, 1980, No.2, pp.76-79.
10 refs.

The incessant explosion of knowledge causes considerable pressure on school education in the kindergarten. As a consequence of demanding curricula, the teachers are overburdened, they cease to understand the children /they teach up to 35 children for two to two and a half hours, the children must concentrate for 120 to 150 minutes/. The teachers frequently do not understand the laws of child's development and do not understand curricula that are suitable for five-year-olds. School administrators with minimum or no education in the sphere of preschool education and with no teaching practice talk of materials and programs that are not suitable for kindergarten children. More pressure is exerted by the parents, who wish that their children should be able to read as soon as possible and do not take the children's mental health into account. Sophisticated textbooks and exercisebooks containing isolated meaningless exercises are used for the instruction in reading. All these methods have a negative impact on the children. In accordance with recommendations made by the IRA /International Reading Association/ in 1979, it will be necessary to take immediate reorganizational measures and to change everyday practice of teaching the reading. The declaration advocates the use of possibly simplest methods and choice of materials for the teaching of reading. In his work of 1974, Dr. J. Hymes criticizes programs that do not take into account that they are designed for children at the age of three, four and five to make them ready for real school. Children coming with pleasant experience from creches and lower kindergarten grades are overburdened, they begin to show neurotic symptoms and refuse to go to school. This is why a new program for kindergarten children was developed. The principal paper delivered at the ACEI conference "On Reading" in 1979 by Dorothy Stricklaund outlies the framework for the activities showing concrete possibilities of kindergarten teachers of reorganizing arid programs. A program for five-year-olds, who would learn to use the language and to read in a spontaneous way, should include: reading aloud, narration of stories, use of picture books without texts, and music for joy contributing to optimum learning. This perfects hearing abilities facilitating the distinguishing of differences between fine shades of sounds, instruments and tonal qualities. Science stimulates observation, experimenting and a desire for wider knowledge. The use of blocks of various shapes arranged in various forms,wood cutting and filing, art activities - the use of all these activities in the kindergarten gives the children an opportunity of getting to know reading as a pleasant activity that may become the source of knowledge, learning and personal satisfaction. The child will be able to go to the first grade of primary school without any traces of harmful pressure.

585. HARTL, P.: Jak probíhá vývoj čtenářských zájmů ?
/Development of reading interests./

Děti a my, 11, 1981, No.4, pp.24-25.
1 photograph.

The place of reading at present time and the importance of reading activity is discussed. Our age is, in fact, a century of mass communication. Its means include books and magazines, the wireless and TV. However, the printed word has priority. The importance of a book for a young child is described - at first, the child considers it a toy. At the age of three, the child is able to perceive a simple pictorial story in a children's book. The child's interest in the narration of stories in fairy tales develops. The child identifies itself with fairy tale heroes and solves its problems in an imaginary world through the story. Between three and six years of age, a significant development of the cognitive processes takes place. The importance and function of fairy tales in the child's life change in this period. The child begins to distinguish correct and incorrect behaviour on the basis of experience gained through the listening to fairy tales. The beginnings of aesthetic perception can be observed, too. Pictures in children's books have an educational function. The author gives a characteristic of the functions of reading that lead to the satisfaction of important human needs /information, recreation, escape, confirmation, prestige and aestheticism/. There are differences in the reading interests of children and adults. There are differences between boys and girls in reading, too. Optimum reading interests should develop in accordance with the development of the individual - from orientation reflex over curiosity to tyoically human inquisitiveness, a desire for knowledge and the need of scientific knowledge. The development of all-round reading interests, including a positive attitude to all kinds of literature ranging from prose to professional literature, starts in early childhood.The education of an all-round reader should start at preschool age.

586. CHYLINSKA, H.: Kiedy i jak uczyc czytac ? /When and how to teach reading ?/

Wychowanie w przedszkolu, 34, 1981, No.5, pp.266-271. 9 refs.

The transition to the beginning teaching of reading that takes place already in the nursery school /this is applied in Poland since the end of the 70s/ updates theoretical knowledge in the sphere of didactics of reading. The paper informs of the development of theory /global reading, analytically synthetical reading/ and orients preschool teachers to the global method /for children between the ages of four and six/ that should not, however, be put in contradiction to the analytically synthetical method /used more in initial teaching/. It is the advantage of the global method that it enables the child to comprehend the whole structure of the read text as quickly as possible and motivates the child to the development of its reading habits. The paper evaluates experience with the preparation of teaching preschool children to read and mentions methodological conceptions as well as handbooks and materials that nursery school teachers can use.

587. MARTINEZ, G.: Un apprentissage de la lecture: Les "27 phrases pour apprendre á lire" d´ André Inizan. /Teaching of reading: "27 phrases for the teaching of reading" by A. Inizan./

L´école maternelle française, 1981, No.8, pp.7-26.
1 table, 19 refs.

The article deals with the new method of reading developed by André Inizan, the author of a special didactic material for this purpose. The first part of the article explains the theoretical starting points of Inizan´s method. The other part is of a practical nature: it describes preparatory exercises with the use of the special aid and the teaching itself/.

588. Není mu něco, když stále čte ? /Is something wrong with the child when it keeps reading all the time ?/

Děti a my, 11, 1981. No.2. pp.14-15.
2 photographs.

The importance of reading in the child´s life is discussed. Problems of passionate readers are dealt with. Reading represents an escape from reality for passionate readers. As for the need of reading, the main motives for reading include the need to be informed or the need of mental relaxation, or the need of a substitute, better reality. A fairy tale helps a small child to overcome the difficulties of every-day life. The pre-reading period belongs to the critical phase of the development of man´s cognitive processes at the age below six. Parents play a special role in the formation of the child's first contacts with books. Children's picture books are suitable for the first familiarization of children with books. Research studies show that the earlier children get acquainted with books, the more interest they show in books at a later age. The importance of reading aloud for a child's harmonious development is discussed. The role of those who read aloud for the child is characterized. Children show more interest in books if more family members read aloud for them. This aesthetic experience lived through jointly by parents and children brings the family closer together, strengthens the emotional ties between the child and its parents.

589. SIMMONS, B. - LAWRENCE, P.S.: Beginning reading: welcome parents.

Childhood Education, 57, 1981, No.3, pp.156-160.
4 photographs. 11 refs.

The family as the first source of education and socialization of a preschool child plays an important role in the child's speech development and the development of its beginning reading. The children imitate naturally the behaviour of their parents and when the parents show a liking for reading, the children do the same. Children learn to know the language ever since their birth and they use it actively on the basis of the acquired experience.

Whether consciously or unconsciously, the parents identify and define the process of reading for their children and form model behaviour that supports or denies the value of reading. The importance of a model and stress on home environment is the reason why parents should act as informers for their children. How does a child acquire its speech abilities ? The child's speech development stages are described from birth to the beginning of school attendance. Parents are given an instruction on how to use scientific methods for the child's attainment of speech abilities /primarily through observation, listening and reading/. The child should get to know objects through its senses: when cooking, the parents should allow the child to watch, to taste, to smell various ingredients and then they should encourage the child to verbalize its thoughts. The child may record some of them, put them down on paper and then read them. This language approach to reading is based on observation and experience acquired through the senses. Further, the parents may help their children to attain a definition of reading based on communication and meaning /they may encourage them to "read" and describe pictures, describe events that happened, listen actively to stories read aloud for them, they may encourage them to verbal interaction and prediction of the contents of a book/. This new kind of a model of scientific thinking may be applied to examination, reading and listening long begore the child starts actually talking. Effective techniques are reviewed and the importance of the parents' positive attitude to reading for the development of the child's active attitude to reading is discussed. The authors characterize ways in which parents may encourage the development of reading and cognitive abilities in children; they should listen to their children and talk to them, develop in the children a love for reading, create a positive family model of reading, secure high quality of reading, help the children to discover philosophy, to discover the essence of language. The parents should help their children to use interactive scientific methods of thinking. They should support a positive use of TV and create a relevant strategy of inquiries.

590. VUKELICH, C. - GOLDEN, J.: The development of writing in young children: A review of the literature.

Childhood Education, 57, 1981, No.3, pp.167-170.
25 refs.

The authors use a new method of studying the development of writing in children. They concentrate mainly on the process itself - on the study of preschool children's writing. Stress is laid on determining how the child starts gradually to grasp writing as a means of communication. Results acquired by the study influence directly the attitude of the class teacher to the teaching of writing to preschool children. The process of writing has three stages: 1. Period preceding the actual writing /it includes preparation for writing, intention to write, planning and organization/. 2. Creative period - it is characterized by actual writing of a text, which includes a complex process of object development and decisions regarding the form and contents. In this period, the child does not write incessantly, it makes pauses, reads again what it has already written and then writes again. Research studies indicate that there are evident differences between children with good and bad writing. Those who write well make more pauses and use the pauses for planning, new orientation and revision of what they have written whereas the less able ones make less pauses and the pauses are less purposeful. 3. Stage of new writing - the child writes again, changes, reinforces or develops its writing. The development of the understanding of the written language is discussed. Research workers tried to determine at what age children start grasping the graphic form of the written language and when they start to consider writing as a means of communication. Children can distinguish between pictures and writing at the age of three but, at that age, they do not distinguish between individual letters and a word, groups of consonants and vowels. The ability to distinguish words is observed in children at the age between five and six. A research study conducted by Graves, Sowers and Calkins concentrated on the period in which children begin to consider writing as a means of communication. The beginning of children's writing reminds of a play that is not planned and has no aim. Only later, with the interest in conventions /e.g., correct punctuation, correct pronunciation, shapes of the letters/. do children develop writing as a means of communication with a possible recipient. The authors give a characteristic of the period in which the child acquires the writing skill. Videotapes, observations and photocopies of children's writing were used for the research study. Graves and Calkins made a generalisation of children's writing. The development of writing goes from scibbling to real pictures and then to letters, isolated words, phrases and words in a sentence /Weeler 1971 and Calkins 1979/. Clay /1975/ made a detailed analysis of the writing of young children after studying the writing of five-year-old children in New Zealand. He specified 11 principal rules and conceptions of the writing of preschoolers. He revealed experimenting with writing, testing the flexibility of symbols; making a survey of what they know, making lines with a few symbols and contrasts between letters and words. The beginning of correct pronunciation in children is an integral component of the beginning of the writing process. Charles Read made a number of significant discoveries in this field. He found by observing young children in the course of writing that some children started to write at the age of three and a half, which is before they started to read but after they got familiar with the names of the letters of the alphabet. Read found that young children pronounce according to their own concepts, that they use phonemes and graphemes that differ from the percepts of adults. They pronounce according to the place of sound articulation. This leads to leaving out middle nasals and strung wowels, to the use of ch and j instead of t and d in front of r. Read identified six models of children's pronunciation. This reflects their systematic and logical approach to the pronunciation.

Research studies that followed extended Read's procedures to children of various ages from various environments. The influence of the environment is discussed - it is believed that the children's understanding of the process of writing is influenced by their introduction to writing in their own environment. Gibson and Levin prove that familiarization with the printed text is very important for the children for their understanding of the graphic form of the written language. Mexican children coming from environment not orienting them to printed text were less able to distinguish pictures from writing than Mexican children from environment orienting them to printed text. Family background is of considerable importance for the development of the writing process and the development of writing skills. Plenty of books, aids and printed texts and parents' stimulation to writing - all this enables the child to participate in the writing process actively. This means implications for the teachers. Most research studies discussed in this paper have been conducted in the period between 1970 and the present. Although the research is still in its initial stage, the results obtained so far may be used by teachers in class. Teachers must give the children plenty of opportunities for suitable activities in all three writing stages. The authors give a methodological instruction for nursery school teachers on how to work with the children and how to make them ready for school, how to guide them through all developmental stages of writing and support the natural development of writing skill in children, how to guide them to the correct pronunciation of sounds and letters. A very important period is the introduction to writing by means of the observation of a printed text. The teacher must prepare stick-on labels, newspapers, books and other printed materials for work in class, prepare an environment enabling the observation of the press. The children should be given opportunity to observe their parents in writing - their parents and the teacher should serve as writing models for children in the classroom and at home. If they have sufficient materials nad are engaged by their parents in the writing activity and their parents answer their questions, some children learn to write without direct instruction. A skilled teacher may contribute significantly to the stimulation of writing in young children and create a good environment for them.

591. WSZĘDYRÓWNA, D.: Z zagadnień przygotowania dzieci do nauki pisania. /Some problems of preparing children for the teaching of writing./

Wychowanie w przedszkolu, 34, 1981, No.6, pp.356-359.
21 figs.

The article is a practical methodological instruction on how to combine various graphic exercises /with illustrative pictures/ and other spheres of activity: speech development, physical training and locomotive games, music activities and tasks of mathematical nature.

10.6 Child and nature

592. BELOSHAPKINA, A. - FEDOSOVA, A.: Sovremennost´ v risunkakh detey, /The present in children´s pictures./ Doshkolnoye vospitaniye, 1981, No.2, pp.24-27.

The article describes the experience of teachers, who set themselves the task to extend systematically the children´s knowledge and notions of the surrounding events and natural phenomena. For this purpose, they prepared a yearly plan that contained drawing according to reality and according to the children´s own notions. The plan specified in detail with what phenomena and events the children would get acquainted in the course of the whole year and how drawing would be interconnected with the overall educational work. They started with what was nearest to the children: their streets, remarkable buildings in their town, work of people in various trades. Considerable attention was given to changes in the nature, characteristic features of the seasons. The teachers explained it to the children that colours could be used to express a specific mood. Talks on changes in the nature were accompanied by reading poetry, by showing the children pictures by prominent painters. The teachers tried to accompany pictures of the four seasons with typical activities of children and adults. The teachers made the children acquainted with the work and life of Soviet people. Thus pictures showing subotniks /voluntary work shifts on Saturdays/, space ships and cosmonauts, Soviet army, popular sports came into being. The children expressed in their pictures the impressions from celebrations of the Great October, New Year's feasts, May Day. Occupations in art education had a considerable impact on the children's all-round development; they learnt to observe, to organize, they extended their notions of the social life and natural phenomena. The children's creativity manifested itself also in other activities, namely in plays.

593. FRATCZAK, E.: Przyroda nieżywiona w pracy z dziećmi. /Inorganic nature in work with children./

Wychowanie w przedszkolu, 34, 1981, No.5, pp.289-293.
1 photograph, 4 refs.

The article discusses experience of nursery school activities aimed at making the children acquainted with the basic properties of natural materials /sand, water, ice, snow, clay; older children aged five to six - physical processes, such as evaporation, crystallisation and the like/. A methodological instruction is included in the article.

594. HARDMEIER, A.: Lernzielorientierte Themagestaltung. Thema Nebel. /Formation of goal-oriented topic. Fog./

Der Schweizerische Kindergarten, 71, 1981, No.11, pp. 567-568.

Fog is suitable as a topic for late autumn. The aim is to explain to children the formation of fog and the three basic states of water aggregation. Recommended methods include nature observation, talks, examination of pictures, didactic games, rhythmics and the like.

595. HOLCOVÁ, H.: Vánoční stromek pro zvířátka. /A Christmas tree for animals./

Předškolská výchova, 36, 1981/1982, No.3, pp.20-21.
1 figure.

This is a narration of a teacher depicting how she prepared, together with the children, a Christmas tree for animals on a spot that the children often visited on their walks. The children hanged handfuls of hay, carrots, apples and bags with sunflower seeds on the tree. They brought more food for the animals in the course of winter. Thus the teacher developed a considerate attitude to animals in the children.

596. YEL´NIKOVA, K.: Ekskursii v botanicheskiy sad. /Excursions to the botanical garden./

Doshkolnoy vospitaniye, 1981, No.11, pp.58-60.

The author recommends to supplement lessons in methodology of nature study and work in the garden with trips to the botanical garden. If the visit is to fulfil the purpose, the teacher must define its aims and tasks in advance. Preparation for the visit includes the following: 1. the teacher makes the students acquainted with the aim of the visit, thus enabling them to study the respective literature; 2. the teacher prepares a plan of the visit, she determines in what way to reinforce the students' knowledge obtained during the visit. It is suitable to prepare a display of albums and photographs after the visit. These materials can be used for revision.

597. KOLODINA, L.: Oznakomleniye detey s rodnoy prirodoy. /Familiarization of children with the surrounding nature./

Doshkolnoye vospitaniye, 1981, No.3, pp.15-18.

The experience of a nursery school is described. The school set itself the task to teach children to see beauty in nature and, simultaneously, to evoke in them the effort to take care of nature. The teachers did their best to make the children realize in the course of work in the garden the necessity and purposiveness of this work. They observed changes in nature systematically. They observed in the garden every day what changed in comparison with the previous day, what were the typical features of the four seasons. The teachers supplemented these observations with narration, reading, examination of pictures. In spring, the children participated with their parents and teachers in the voluntary spring cleaning of the garden. The children grew seedlings, planted them out on beds, watered them. They approached plants in the garden and elsewhere with consideration and care.

598. KIELAR, M.: Rozwój mowy i myślenia dzieci w wieku przedszkolnym w kontakcie z przyrodą. /Development of children's speech and thinking in contact with nature./

Wychowanie w przedszkolu, 34, 1981, No.10, pp.531-539.
8 refs.

This is a paper delivered at the all-Polish conference of methodologists and inspectors of preschool education that took place in Warsaw on May 27th, 1981. Besides literature /especially Szuman's work in Poland/, the author used the results of a research study conducted under his guidance by psychology students from the Jagellonian University in the period 1979-1981. The paper summarises briefly the development of thinking in the child between the ages of three and seven and the importance of varied contacts with the environment, especially with natural environment, for this development; the next part shows a picture of the nature as it presents itself to a preschool child, and the expressions that the child uses for natural objects. In the conclusion, the author formulates the tasks of an educator: the preschool child's knowledge of nature is fragmentary and unsystematic, the child chooses arbitrary elements and separates them from the class of phenomena that comprises these elements - this is why the teacher should help the children to observe, to ascertain connections to classify objects in a system of object classes; further, the world of nature offers the child an abundance of concrete pictures of growth, development and change - even here, the teacher's careful guidance helps the child to develop its notion of a dynamic system, developmental stages of the observed object and thus a prerequisite for the understanding of the concept of "development". Finally, the observation of nature enriches the children's vocabulary; the suitable procedure is from denominations of "medium level" towards more general ones and also downwards, to concrete ones.

599. KOLODINA, L.: Vospitaniye berezhnogo otnosheniya k prirode. /Developing a considerate attitude to nature./

Doshkolnoye vospitaniye, 1981, No.10, pp.34-38.

The article contains a detailed description of purposeful work in the education of children to love and considerateness to nature in the course of the three years of their nursery school attendance, beginning with the youngest group of children. Parents were led to considerateness to nature together with their children. The parents helped to make and keep an aquarium, they planted seedlings, they helped with work in the garden. The children and the parents were informed of protected plants.

600. OSIPOVA, G.: Rukovodstvo rabotoy vospitateley po oznakomleniyu detey s prirodoy. /Guidance of teachers in the familiarization of children with the nature./ Doshkolnoye vospitaniye, 1981, No.7, pp.13-16.

Several years of experience of a nursery school concetrating on education of childfen in nature protection are described. The first condition was the planting of various trees and bushes in the nursery school garden to make the children acquainted with them and to enable birds to nest here. Further, it was necessary to evoke in the teachers interest in nature, to increase their professional knowledge in this respect. This was secured by teachers´ meetings and consultations where the teachers were advised on how to grow room plants, how to work with children in the school menagerie and in the garden. Topical displays were prepared in the methodological study room, such as birds, spring flowers, protected plants, didactic games with the topic of nature. The respective literature was concentrated here. The teachers´ independent study brought very good results. The teachers chose various topics for deeper study, such as, e.g., "Formation of work habits in the course of work in the garden". One of the teachers chose "The growing of room plants" and, in the course of three years, elaborated a system of occupations with this topic and used her experience for the preparation of educational reading on the topic "Education to industry and inquisitiveness through taking care of foom plants". This theoretical and practical preparation of the teachers brought good results in the work with children.

601. PĂRVANOVA, P.: Prirodniyat kăt i opitnoto pole. /School menagerie and experimental field./

Preduchilishtno văzpitaniye, 29, 1981, No.7, pp.40-44.

School menageries and experimental fields are used in preschool facilities for illustrative familiarisation of children with the nature. The author shows on the basis of his many years of practical experience how to enrich the children′s knowledge of animals and plants, how to form work skills and habits. This can be used for ecological education and for education to a materialistic world outlook.

602. PUSHNINA, L.: Okhranyat′ prirodu. /Protection of nature./

Doshkolnoye vospitaniye, 1981, No.12, pp.31-34.

At present, considerable attention is paid to environmental protection. This means for nursery school that it should develop in the children an active love for nature. The children get gradually acquainted with the life in the nature; they get to know phenomena from plant and animal life, changes in nature in the course of the year, they learn to respect the work of people in nature. At the same time, they should be made familiar with the necessity of nature protection. There is ample opportunity for this in occupations aimed at familiarization of children with the nature, in the course of work in the school menagerie and in the garden, care for birds in winter.

Walks may be used for teaching the children to understand the beauty of nature and to develop a considerate attitude to nature. This requires from the teachers sufficient knowledge of nature and its protection. These topics are included in the system of their in-service training. Parents should also be informed of the work of the nursery school in the sphere of nature protection and they should continue this education at home.

603. RAINOLDI, G.: Rapporto bambini-animali: un´ occasione educativa per la scuola materna. /Child-animal relationship - an educational opportunity for nursery school./

Scuola materna, 68, 1981, No.8, pp.507-508.
1 photograph.

The use of animals in nursery school or in its environment is stressed for the adjustment of children to the new environment in the beginning of their nursery school attendance, for the overcoming of fear etc. Various aspects of education connected with the observation of animals and care for animals are discussed /overcoming of children´s egoism etc./. A special chapter is some children´s fear of some animals and ways of overcoming the fear.

604. VĂLKOV, B. - GEORGIEV, G.: Za kompleksniya podchod pri obuchenieto po rodinoznanie. /Towards a comprehensive approach in teaching elements of nature study./

Nachalno obrazovanie, 21, 1981, No.12, pp.3-8.

The authors deal with the essence and specific features of a comprehensive approach to the teaching of elements of nature study and they discuss methods and forms that help best to explain to the pupils in a comprehensible form the objectively existing laws. A comprehensive approach enables best to fulfil the teaching aims and contributes to the formation of the pupil's universally developed personality, to the strengthening of political unity and to the formation of a dialectical materialistic world outlook.

605. VASILEVSKAYA, S.: Uchite lyubit' prirodu. /Teach love for nature./

Doshkolnoye vospitaniye, 1981, No.12, pp.61-64.

This article designed for the parents draws their attention to the recently stressed educational aspect, ecological education, which is a part of communist education. This means making preschool children acquainted with the nature of their native region, observation of changes brought by the seasons of the year, making simple experiments with plants in various conditions. Preschool age gives the best conditions for this as the children are inquisitive and they are interested in everything that is living. At this age, it is possible to make longer walks in the country and use them for making the children acquainted with various plants and for observing wild animals. The teacher should explain to the children how to protect nature and show them protected plants. Children should be given opportunity for growing some plants in the garden or, at least, in a box on the window-sill, for growing some room plants. As a prerequisite, the parents should also be interested in nature and enlarge their knowledge of nature.

606. VINOGRADOVA, N.: Vospitaniye polozhitel'nogo otnosheniya k prirode. /Developing a positive attitude to nature./

Doshkolnoye vospitaniye, 1981, No.5, pp.24-27.

It is necessary to develop in preschool children interest in, love for and a considerate attitude to nature, the wish to work in the nature, the ability to see and understand the beauty of nature, to cultivate aesthetic feelings. Children acquire knowledge of the world of animals and plants, of man-nature interaction and of ways of protecting nature. The work of children in the nature is important at all stages of their familiarization with nature. At first, children do simple work and thus they acquire certain knowledge of nature. Older children are stimulated by work in the nature to acquiring further knowledge. This newly acquired knowledge stimulates them to further work effort. The authoress describes an example of this. Work that brings results and that must be done for a longer period is of considerable importance for the moral education /e.g., growing some flowers for the International Women's Day/. The authoress enumerates examples of aesthetic perception of natural phenomena with the use of graphic art and music. For example, children can compare the character of a piece of music with the mood expressed in a picture of a landscape.

607. ZACHAROVA, I. Vospitaniye u starshikh doshkol'nikov lyubvi k prirode. /Developing the love for nature in older preschool children./

Doshkolnoye vospitaniye, 1981, No.5, pp.20-22.

This is the experience of a nursery school that made it its aim to develop in the children interest in nature, a considerate attitude to everything that is living. Trees and bushes typical for the Don region were planted in the nursery school garden. The children made trips into the steppe and a steamer trip on the Don river. Outings to the steppe were made in all seasons, thus enabling the children to observe the changes in nature. The children grew plants and fed their seeds to birds in winter. They observed starlings for longer periods - starting with making a nesting box and observing them sitting on eggs etc. The children observed plants and small insects on walks. The impressions of children's observations made in the course of walks were expressed in the children's pictures; they made various things from natural materials. The teachers explained to the parents the importance of these activities and the parents helped to make their children acquainted with nature.

10.7 Child and the world of technology

608. POURVEUR, L.: Découverte collective - mathématique vivante. /Collective discoveries - living mathematics./

L'école maternelle belge, 1980/1981, No.5, pp.193-197; 1981/1982, No.1, pp.1-5.
1 table.

The paper deals with teaching the basics of mathematics with the use of a specific didactic material. The first part of the paper characterises the material from the viewpoint of taxonomy of educational aims including the child's physical activities as well as the level of its logical and mathematical experience and of its abstract thinking. The second part of the paper discusses the formation of the concept of numbers. This intricate process is shown graphically. The didactic material for the teaching of mathematics contains various geometric shapes, pictures with concrete objects from the child's surroundings, colour chips and cards showing sets.

609. RADEV, R.: Uchebno-vǎzpitatelnata rabota po matematika pri priem na deteata ot 6-godishna vǎzrast. /Education in mathematics since the beginning of the child´s school attendance./

Nachalno obrazovaniye, 21, 1981, No.6, pp.3-8.
7 refs.

Mathematics is the second most important subject in the primary grades, after the mother tongue /four hours a week in the first grade, five hours a week in grades two and three/. The author discusses some problems and the results of teaching mathematics in experimental first grades. He concentrates on the subject matter and its structure, the effectivity of teaching, the problem of activating all pupils.

610. TODOROVA, D.: Razvitiye na tekhnicheskoto mislene i tvorchestvo v uchilishteto s udǎlshen ucheben den. /Development of technical thinking and creativity in schools with day-long educational treatment./

Nachalno obrazovynie, 21, 1981, No.1, pp.29-35.
4 photographs.

The possibilities of developing primary school children´s technical creativity are discussed. These include primarily modelling, work with building sets and the like. The children learn to determine the correct dimensions, shape and colour of the models they make.

611. **VLADOVA, L.:** Kak da săzdavame usloviya za razvitieto na tekhnicheskoto tvorchestvo na detsata ? /Creating conditions for the development of technical creativity in children./

Preduchilishtno văzpitaniye, 29, 1981, No.8, pp.22-27.

The paper deals with developing constructive imagination and technical thinking in children. There are a lot of obscure aspects in this sphere of work with preschool children. The author discusses some problems and gives a number of methodological and practical instructions. He pays the most attention to apparent trifles, such as models, demonstration, setting of tasks and the like.

612. WRONDKOWSKI, C.: Dzieci i technika. /Children and technology./

Wychowanie w przedszkolu, 34, 1981, No.6, pp.349-353.
3 photographs, 7 figs.

The author gives examples of practical activities in nursery school that are aimed at giving the children basic knowledge of physics and at polytechnical education of the children /e.g., the forming of static electricity im various materials, study of the strength and direction of wind by means of simple aids made by the children etc./.

11. AESTHETIC EDUCATION

11.I General questions

613. ANDREYEVA, N.: Shkola tvorchestva. /School of creativity./

Semya i shkola, 1981, No.8, pp.34-37.
10 photographs.

The headmistress of the "school of creativity" in the Volgograd district of Moscow informs about the activities of this school. On weekends children from all districts of Moscow gather here. The work in the school is based on the principle that it is necessary to begin with aesthetic education at preschool age. The aim of the school is not to lead children from their early childhood to certain specialisation /either musical or graphic/. Only during the work with children certain abilities may manifest themselves and then the school recommends the parents which specialized school the child should attend. The main aim of the school is to enable children a versatile development, to enrich their intellectual life and to teach them to see, understand and feel beauty.At school those aged three occupy themselves with music and graphic activities, those aged four can learn the English language or figure skating. After two years of attendance children can start learning to play the violin or the piano. The main method of learning is based on the development of positive emotions. The interest of the child helps to develop a conscious attention, it contributes to the development of memory. A big stress is put on the cooperation with parents who are also led to creating suitable conditions at home for the creative activity of their children.

614. FEL´DMAN, Z.: Vliyaniye chudozhestvennykh vpechatleniy na samostoyatel´nuyu deyatel´nost detey. /The influence of artistic impressions on the independent activity of children./

Doshkolnoye vospitaniye, 1981, No.4, pp.93-94.

The independent activity of children requires that they keep having a lot of artistic impressions. Apart from puppet theatre and shadow theatre, television, and listening to music, a very emotional effect is made on children by various festivals and matinée in nursery schools. The authoress mentions an example when, for the New Year celebration, she prepared with children some parts of the book "Neználek´s Adventures". She describes in details the rehearsals and preparations in which all children actively participated, and also the course of the celebration. It became clear that an intensive artistic expression has a big impact on children and helps them to get self-confidence and show their abilities.

615. FRANIO, G.: O podgotovke k novogodnemu prazdniku.
/Preparations of a New Year Celebration./

Doshkolnoye vospitaniye, 1981, No.10, pp.83-87.
1 photograph.

This paper mentions principles for the organisation of New Year celebrations in a nursery school. The script includes all kinds of art: music, artistic word, graphic art. It shows a model script and describes locomotive games accompanied by music.

616. FROST, J.L.: Free to be. The arts and child development.

Childhood Education, 57, 1981, No.2, pp.66-71.
1 photograph, 6 refs.

The paper discusses the history of the origin, development and importance of international organisations for preschool education and their role in supporting the optimal development of the child, its rights, its education and freedom of creating. Previously children were considered miniatures of the adults, without any rights to a free development. The baby explores the world through play. Play is the supreme expression of man in the childhood, as it itself is a free expression of what is in the soul of the child. /Froebel, 1887./ The imagination of the child while playing is in no way limited. Play results in a balance of mental and physical development, joy and satisfaction are increasing, there is a harmony with the milieu and satisfaction with oneself. How to seek creative expression ? It has several phases:

1. the phase of lethargy of expression
2. the phase of expression, surviving /to overcome hunger, illness, pressure/
3. the phase of productive expression
4. the phase of creative expression.

There is a prerequisite of reaching the highest phase of creative expression for the children to become free. The children's play must not be considered a worthless activity and childhood itself only as the preparation for the adult age. The child's play is, as a matter of fact, preparation for the creative working activity in the adult age. The paper contains a survey of philosophical views on education in a creative way. The significance of the ideas of Confucius /moral education, intellectual development, physical development and the art of social adaptation - program of balance/ in the past and today is discussed. According to Dewey, school should be first of all a social institution which shows the child a way of life that can be seen in families every day. According to Dewey , education is a process that facilitates full everyday life, not only preparation for the future. Thus school acts as a microsociety where there should be democratic cooperation, humaneness, inner decision-making and mutual work and conviviality and also mutual interests of pupils. In his opinion, art is a quality that facilitates experience . Art enables advanced societies to overcome barriers obstructing mutual understanding, creative expression and one's own identity. The aim of the International Society for

Pre-school Education /ACEI/ is for each child to keep its identity in the future, not to suffer from hunger and illnesses, not to be threatened by war, fires, floods, to be able to create freely.

617. YEZHEVSKAYA, I.: Rukovodstvo oblastnogo otdela narodnogo obrazovaniya esteticheskim vospitaniyem detey. /Guiding of aesthetic education by the provincial department of popular education./

Doshkolnoye vospitaniye, 1981, No.2, pp.42-43.

The paper contains experience from the Gorki province. Its 1631 preschool facilities have 14,914 teachers. About 500 women teachers from teacher training schools and teacher training institutes start their practical teaching career annually. Other teachers are trained in six teacher training classes in secondary schools. To improve aesthetic education in preschool institutions, the provincial department responsible for education concentrated on the following: to secure highly qualified staff everywhere, to enable them to acquire further qualification; to check the level and quality of preschool education and provide the staff with assistance in methodology, to enable them outstanding practical work. The department helps in coordinating the work of various organizations and institutions in matters concerning aesthetic education. The provincial department makes subject-oriented inspections of the work of the district and municipal departments and also tries to find out about the situation in aesthetic education. These inspections are made by the employees of the provincial department and by the methodologists of the provincial department who teach at the teacher training institute and the teacher training schools. The results of these inspections are discussed at meeting of heads of departments, inspectors and at the advisory board of the provincial department. The department of people´s education and the department for further education of teachers organize courses and seminars for the staff and a scientific and practice-oriented conference every five years. During the last five years, 4,500 teachers and 600 music teachers participated in these courses. All methodological associations discuss issues of children´s creative development possibilities of forming independent graphic creativity, usage of aids developing musical abilities of children. In 1976 a scientific-practical conference on aesthetic education took place. A great help in preparing it was provided by the staff of the scientific research institute of preschool education of the APV USSR. Preschool institutions of this province have outstanding results in the spheres of music and graphic art education, recital and environmental aesthetics. Also a national seminar was held here with the topic "Methods of improving music education in preschool institutions".

618. KOLKOVÁ, M. - MARKOVÁ, J.: Estetika prostředí. /Environmental aesthetics./

Predškolská výchova, 36, 1981/1982, No.3, pp.12-14.

The paper deals with principles for the choice of decorative objects in nursery schools, how to make boards and murals /colour harmony, suitable characters/, what furniture and carpeting to choose. The authors also mention some principles for flying state flags on occasions of state holidays and important days.

619. KOVACHEVA, N. - KRĂSTEVA, S.: Literaturno-muzikalnite programi - formi na chudozhestveno- esteticheska deynost. /Literary musical programs as a form of artistic aesthetic activity./

Nachalno obrazovanie, 21, 1981, No.3, pp.26-32.
6 refs.

The paper describes the experience of a school in Sofia with a whole-day care. The authoresses mention the organization of literary musical programs in the second and third forms and deal with their contents, organization and training because children perform in these programs. They conclude by showing several patterns.

620. KRČKOVÁ, J.: I ony mají svou módu. /They have their fashion, too./

Děti a my, 11, 1981, No.2, pp.26-28.
3 photographs.

A summary of a survey concerning children's opinions on clothing. Children want to have an ideal to follow, they want to approach the world of the adults. Most comfortable for them is such clothing that is simple, practical and serves for more purposes. The authoress characterizes the differences in dressing adults, teenagers, young children and very young children, she mentions most popular kinds of materials for children's clothing. Then she deals with the function of clothing in the lives of children. Children do not want to be the centre of attention in the group, they do not want to differ from other children. If there appears a tendency of a child trying to draw the attention by expensive or - on the contrary - neglected, not-cared-for clothing, it should be a warning for its parents that there is something wrong with the child's self-confidence. The authoress also mentions a summary of the most important aspects of children's clothing. She also deals with the importance of colourful children's clothing which is important for young children's safety /signal colours/.

621. KRČKOVÁ, J.: Pro nejmenší: jaké oblečení ? /What kind of clothing for the youngest children ?/
Děti a my, 11, 1981, No.1, pp.25-26.
2 photographs.

The authoress summarises factors that influence the choice of individual as well as general style of clothing for preschool children. She deals with the educational function of children's clothing. In children's clothing, material and its quality are important. She mentions suitable types of children's clothing on various occasions.

622. ROMANCEVA, L.: Fol´klor v nravstvenno-estetičeskom vospitanii. /Folklore in ethical and aesthetic education./

Doshkolnoye vospitaniye, 1981, No.9, pp.84-88.

The authoress exemplifies how she gets the children acquainted with folk art using folk songs, nursery rhymes and riddles. She describes a children´s matiné devoted to Russian folklore.

623. UŽDIL, J.: Požadavek komplexnosti v estetické výchově. /Requirement of complexity in aesthetic education./

Estetická výchova, 22, 1981/1982, No.1, pp.2-4.

This is a shortened version of a paper delivered at the INSEA seminar held in Brno in December, 1980. The author mentions a number of facts necessary for a complex approach in aesthetic education. It became clear from the INSEA survey on complexity in aesthetic education /in 1979/ to what extent nursery schools, popular schools of art, houses of pioneers and other institutions can safeguard this complexity. It was stated in the paper, among other things, that aesthetic education should consider man in connection with his real environment and influence to which he is exposed. Those ideas should be realistic. This educational realism warns against stipulating irreal aims and against too straight-lined methodology.

624. VÁROSS, M.: Estetický subjekt a estetický objekt v estetickej výchove. /Aesthetic subject and aesthetic object in aesthetic education./

Estetická výchova, 21, 1980/1981, No.8, pp.198-199; No.9, pp.228-229; No.10, p.253.

This professional paper is dealing with questions of some aspects of dialectics of aesthetic subject and object as subjects and factors of aesthetic education. The aesthetic subject is defined as an individual who appropriates the reality from the point of view of his aesthetic necessities and criteria. An aesthetic object is a thing, a person or a phenomenon which man appropriates as an aesthetic subject. The aim of aesthetic education is to influence an individual in such a way so as to become an advanced and active aesthetic subject able to appropriate reality in a creative way and namely art as an abundant system of aesthetic objects. Aesthetic education assists in the process of transition of a personality from the phase of aesthetic spontaneity and thoughtlessness - which manifest themselves particularly by a prevalence of elementary, unfounded or mechanically adopted aesthetic approach - to consciousness, knowledge and thoughtfulness in aesthetic relations, to reality and, first of all, to art.

625. ZÁBORCOVÁ, H.: Prolínání výchovných složek se zřetelem k estetické výchově. /Intermingling of educational elements in aesthetic education./

Predškolská výchova, 35, 1980/1981, No.7, pp.3-5.
1 photograph.

It is a description of a number of examples showing how all elements of aesthetic education mutually supplement one another and intermingle.

11.2 Music education

626. ABEGG-BINKERT, B.: Rhytmisch-musikalische Erziehung nicht nur in einzelnen Lektionen. /Rhytmical and music education not only in individual lessons./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 274-278.
3 photographs.

The authoress stresses the necessity not to restrict music and rhythmical education to specialized professions. During the day there is a number of opportunities to include elements of rhytmical education. She mentions the content of rhytmical and music education and demonstrates how to complement educational work by these elements.

627. BARANOVÁ, E.: K psychologickej problematike pohybovej činnosti v hudebno-výchovném procese. /On psychological problems of gestural activity in music-educational process./

Estetická výchova, 21, 1980/1981, No.5, pp.120-121.
    8 refs.

This paper deals with psychological evaluation of the importance of gestural activity in the educational process. The combination of movement and music is evidenced by both phylogenetic and ontogenetic developments. In early childhood already there is an inborn symbiosis of music and movement, which often form a compact unit. For example, a toddler reacts to music immediately, instinctively, with various gestures and mimicry. Research in this sphere, as well as common practice, prove that dance and movement help to experience music more sensitively. This is the reason why it would be suitable to make full use of the unconscious, instinctive reaction to rhythm in the educational process and to develop it and use it fully in practice.

628. BRASSEL, A.: Singen im Kindergarten. /Singing in nursery schools./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 285-290.
    1 photograph.

In music education man´s voice remains the most beautiful and the most suitable musical instrument.

The authoress shows the importance of songs in music education and specifies its individual elements. Popular songs accompanied by respective movements interpret the action and have an emotional effect on children. While learning songs, children develop a sense for melody. Easily developing melodies with five tones in major are particularly suitable for preschool children. Then the authoress deals with harmony - it is a sound accompaniment with simple percussion instruments. As to voice, there is a question how high tones children can sing. The authoress recommends higher tones - they should not be lower than D. The authoress also describes situations when some child has too deep a voice and disturbs the class.

629. DIXON, G.T.: *Some guidelines for planning a kindergarten music program.*

Early Childhood Education, 14, 1981, No.1, pp.19-24.
1 photograph.

The instructions inform about the way how to put into effect and plan the program of music education in a nursbry school in case the teacher has only very limited or almost no previous theoretical music education. Then the paper deals with characteristics of aims of music education in nursery schools. It is necessary to teach the children to recognize various sounds and groups of sounds so as to provide an opportunity to extend and refine their music sensitivity.

The program must be flexible and easily adaptable to various needs of children in class. Children should be engaged in such activities that help them to get better acquainted with the primary information about music, time specific rhythm, timber, pitch, contents, structure of musical form and mood. lt is also important to include in the program some repeated activities and listening to records. Thus the ability to perceive music increases, the child develops a taste for music and gradually learns to understand it. The program should, first of all, include a variety of singing experience. It should also include methodological advice for the teacher how to guide children when drilling a new song, how to stimulate poor singers and those who cannot sing. It is also necessary to listen to all kinds of songs from records. Then the paper deals with drilling songs while using Orff's musical instruments. When drilling a song, movement should also be included. Then follows a specification of musical instruments suitable for use in nursery schools and their use in practice. The children drilling a song should be accompanied by the teacher playing the piano or some other musical instrument. It is also important to listen to various sounds /tinkle of glass, bell, teaspoons/. The teacher can also record some sounds on a tape and let the children determine them. Language can be used in distinguishing musical concepts /fast, slow, deep, low, loud, soft/. Then the paper deals with the importance of using musical quizzes and games, the relation of music to visual and haptic experience/ drawing, photography, models, objects/. This must contribute to the evaluation of music. The teacher can choose such compositions that require special haptic or visual experience. After listening to such music, some children express what they feel by painting, drawing or modelling. The paper then deals with a methodological instruction or how to train writing notations and with listening to music played gently and listening to music played by the school orchestra aimed at distinguishing the sounds of individual instruments. The author stresses the importance of organizing other activities in class /playing unusual musical instruments, a demonstration of old popular dances, playing the cinema organ, and their incorporation in the program.

630. BYAKOVA, V.: Musykal´nyi fol´klor kak sredstvo nravstvenno-esteticheskogo vospitaniya detey. /Musical folklore as a means of ethical and aesthetic education./
Doshkolnoye vospitaniye, 1981, No.3, pp.77-82.

When children are getting acquainted with folk songs, feelings that link them to their nation are developing, too. That is why already the youngest children learn simple folk songs. They are deeply interested in those they can dramatize. When learning folk dances children get acquainted with movements and elements of Russian dances suitable for their age. Children dress up in Russian national costumes for celebrations which also contributes to the expressivity of the dance. The costumes are made by their parents. In music education classes only some elements of costumes are used /kerchiefs, ribbons, pinafores/. Teachers also use tape-recorders which helps them as they need not concentrate on playing the musical instrument, but on training the movements. The authoress describes in details the training of several songs and dances.

631. ERBES, CH.: Musik und Kreativität. /Music and creativity./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 279-282.
3 photographs.

This is a description of activity in a nursery school where the children chose some objects of daily use to produce various sounds - at first individually, then together forming a band.

632. ERBÈS, CH.: Musikalische Erziehung heute. /Music education of today./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 265-268.
1 photograph, 2 refs.

This is information on the method of the Swiss music teacher Edgar Willems. It is based on philosophy and psychology. Music is understood to be in constant connection with man and space. It raises creative

forces in children. E. Willems′s method can be applied with children aged from 4 to 7 in a three-year cycle. The learning consists of these elements:
1. a song suitable for children, 2. listening exercise, 3. graphic illustration of the height of tones, 4. classifying and grading tones, 5. rhythm, tempo, 6. improvisation, 7. notes, their names, intervals, 8. introduction to writing and reading notes.

633. FEOKTISTOVA, L.: *Muzykal′nyie zanyatiya dlya detey s narusheniyem zreniya.* /Classes in music education for visually impaired children./

Doshkol′noye vospitaniye, 1981, No.8, pp.80-82.

The paper describes the experience from a nursery school for children badly impaired visually. The nursery school fulfils these rehabilitation tasks: the forming of binocular sight, fortifying children′s eye muscles, development of deep sight; the use of colours that train retina, the development of hearing and space orientation. Together with the medical staff, tyfloteacher and women teachers, also the music education teacher tries to solve this task. These tasks are a starting point for musical rhytmical movements which she tries to teach the children. From the musical material she chose plays and drills suitable for rehabilitation exercises or she adapted them for this purpose. The authoress describes a number of exercises and games. She uses various aids, such as a ball, cube, ribbon, kerchiefs, small flags, hoops, bells.

634. FORSTER, A.: Rhytmisch-musikalische Erziehung in der Ausbildung zur Kindergärtnerin am Kantonalen Lehrer-seminar-Basel-Stadt. /Rhytmical music education in the canton school for the education of nursery school teachers in the city of Basle./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 257-262.
13 photographs.

The paper describes the contents and principles of education. Its aim is to provide the schoolgirls with theoretical knowledge, opinions and experiences in the sphere of music and movement, to teach them the necessary skills and increase and deepen them. Rhythmics is considered a working principle aimed at providing an individual with general experience. Its task is to participate in the versatile development of personality. It makes it possible to get to know the environment, to experience the situations of everyday life, to experience handling with material, to acquire a real relation to music and understand it, to learn to master one's diction and one's voice, to learn songs and verses. An outstanding part of teaching is followed by practice. The teacher creates situations which the schoolgirls can experience themselves and feel them. Apart from this, the schoolgirls watch the work with children, the program of the lesson and its development and organization. The products are made clear theoretically and substantiated by the teacher. At the end of the paper one lesson is demonstrated.

635. HEUSS, U.: Einige Gedanken zur Rhytmik für Kindergartenkinder an einer Musikschule. /Several ideas on rhythmics for preschbolers in a music school./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 269-273.

The authoress informs about the work with children of preschool age in "Schola Cantorum Basiliensis", which forms part of the academy of music in Basle. The course for preschool children is followed by courses where children are taught to play an instrument. Rhytmical and music education prevails for preschool children. It is a school where children have a two-year attendance which aims at developing the musicality of children by movements and play. The results of this training can be seen particularly in the sphere of general physical and mental readiness and balance. Dance is the last phase in gestural education. It is animated music modelled on life, but also the starting point to music.

636. KRWPICKAYA, E.: Propaganda muzykal´no-esteticheskogo vospitaniya sredi roditeley. /Publicity of music-aesthetic education among parents./

Doshkol´noye vospitaniye, 1981, No.4, pp.90-93.

The authoress informs about the way of teaching in a nursery school which wants to inform parents about some problems of music-aesthetic education, to provide them with necessary knowledge and skill for a successful music-aesthetic development of their children. Together with the parents' committee a year's plan of meetings and consultations was made. Almost all topics included performance of children. When visiting the families, the women teachers recommended music toys or instruments suitable for children, gramophone records to listen to music, etc. A part of exhibition specially meant for parents exhibited music literature and a week's program of television and radio suitable for children. All that resulted in an increased interest of parents in music education of their children and in practising music and singing in their families.

637. KSENDZOVSKAYA, A.: Narodnoye tvorchestvo v vospitanii detey. /Folk art in children's education./ Doshkol'noye vospitaniye, 1981, No.2, pp.85-89.

The authoress mentions examples of using folk art in nursery schools, particularly folk songs, sayings and nursery rhymes. Sayings and nursery rhymes are important because they show us not only the picture of living nature, but also the work of man. The authoress also mentions some verses suitable for games and gestural performance.

638. KURKOVÁ, L.: Poslouchali jsme pohádku. /We listened to a fairy tale./

Predškolská výchova, 35, 1980/1981, No.7, pp.17-19.

The authoress describes lessons in music education for children aged 5-6. Children try to guess different timber of small percussion instruments. At the same time they are shown the world of fairy tales. Individual gestural exercises are derived from gestures and activities of individual characters in fairy tales. F. Hrubín's song, put to music, is accompanied by dance gestures and by a simple accompaniment of musical instruments.

639. LIFIC, I.: Muzykal'no - ritmicheskaya podgotovka vospitatelya. /Musical and rhytmical training of teachers./

Doshkolńoye vospitaniye, 1981, No.5, pp.73-76.

This paper concerns extra-mural studies where the number of music lessons /singing, methodology of music education, rhytmics/ is considerably lower than in full study.That is why independent work of schoolgirls is required. They should be helped by the women teachers of these nursery schools. Then the authoress deals with the contents of the course of rhythmics for students of extramural studies. Music-rhytmical education concentrates either on learning music-rhythmical habits or habits of expressive gestures. The schoolgirls must learn to perceive music sensitively, to comprehend its mood, understand its structure in connection with the development of musical images, intercept changes in dynamics, tempo, timber, and rhythm. At the same time schoolgirls develop expressivity, plasticity of gestures in the sphere of dance as well as physical training.

640. LOHR, I.: "Musik aus der Sprache" für die Kinder. /"Music from speech" for children./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp.282-284.

The authoress of the collection of songs "Speech, listening, singing" tells us how she could hear tunes in emotional speech of children and created simple songs for them. The article also has notations.

641. PRZYBYLSKA, G.: Skad bierze sie "muzyka" w swiecie dziecka. /From where comes "music" in children's world./

Zycie szkoly, 36, 1981, No.3, pp.33-38.
16 refs.

This is a continuation of a free series of texts with the topic: "Creative activity of a child as a factor of its development". The starting point is a characteristic of "musical phenomena", which form a part of children's world already in the earliest phases of their development /including various sounds the child makes by means of various objects, with its voice, gestures or its body, etc., and which are usually not considered "musical". From this point of view the authoress then passes to theses about the curriculum of the subject "music" at school and stresses the importance of this subject in the development of spontaneous creative possibilities of children. She stresses first of all independent activity of children in lessons of music education, solution of various acoustic and musical tasks /recognition of sounds, determination of activities by the sound, sounds of musical instruments, the possibility of using them to express feelings and differentiate them, etc./. As a practical suggestion how to reach these aims, the authoress presents a draft "script", consisting of a series of successive steps which develop elementary music knowledge and prerequisites of children for higher forms of musical perception.

642. RACHINSKAYA, T.: *Muzyka v rabote s det'mi.* /Music in the work with children./

Doshkol'noye vospitaniye, 1981, No.6, pp.88-92.
7 refs.

The paper deals with experience from a nursery school in a hospital where children suffering from kidney malfunction were treated. Children stayed there two months or longer. The educational work was performed in accordance with the special curriculum taking into account the curative treatment. Music education is performed systematically. The teacher describes how by means of music she managed to create in the children joyful mood and created in them aesthetic taste and love for music.

643. Rhytme et musique. /Rhythm and music./

L'éducation enfantine, 1981, No.6, pp.7-25.
7 photographs, 2 figs., 1 table, refs.

The paper consists of several parts devoted to individual problems of music education in nursery schools. The first part deals with listening to sounds and music which form a natural starting point of the musical development of the child. The basic genre are songs, particularly folk songs. The second part analyzes versatile influence of music on the personality of children. The third part answers positively the question whether it is suitable to present old music, starting with ancient times and Middle Ages, to preschool children. - The fourth part deals with using percussion instruments in the education of very young children. - In the next part the authors consider the relation of theory and practice in music education of very young children and the possibilities of promoting music education in preschool age. The paper includes bibliography and a list of gramophone records meant for preschool children.

644. VETLUGINA, N.: *Muzykal´nyie zanyatiya.* /Music occupation./

Doshkol^noye vospitaniye, 1981, No.6, pp.44-51.

It is necessary for the music development of children to create harmonious relations among all forms of organizing music education. In classes children successively acquire ways of perceiving and performing music. Musical and creative abilities of children develop. The task of the individual music activity is to enable children to express their interest, to meet their requirements. Festivals enrich children´s experiences, they leave behind permanent impressions. These forms of organization are interlinked and learning activity prevails. The skill acquired in lessons helps the children to perform at celebrations and festivals and to engage in music activity in compliance with their wishes. In lessons all kinds of musical activity are applied: singing, rhythmics, listening to music, playing various musical instruments. Children also begin to read notes. Very small children are treated individually. The nurse works with two-yearsolds in small groups. Lessons with all children are held twice a week. The structure and variants of the organization of lessons are determined by their contents. At the same time it is necessary to consider the requirements for the intellectual, physical and emotional spheres of children, to secure succession in the development of musical activities and consider the children´s age. The authoress demonstrates some lessons and the respective musical material.

645. WATTS, D.W.: Impressions of early childhood music education in England.

Early Childhood Education, 14, 1981, No.1, pp.25-29.
2 refs.

This paper is an analysis of the program of music education in English primary schools and nursery schools. The author visited seven schools in three English counties and was present in classes for three weeks. Music is taught at all schools. The evaluation of participation of pupils at all visited schools concentrated on four kinds of activity:
1. singing during the everyday gathering /divine services/, 2. regular short gatherings in class with performed music, 3. regular visits to music centres where a number of activities can be performed,
4. response to teaching in lessons of singing - the author had such lessons in six selected schools. The English have a rich and long tradition of folk songs, but this tradition has been neglected for a long time unlike in Scotland, Ireland and Wales. The answers of pupils varied and showed that they had put up with the standard of teaching in the classes they attended without being really interested in them and were present only because the attendance was compulsory. On the contrary other answers proved that pupils were really interested in those classes and showed an outstanding enthusiasm and interest in music. The discussion with the teachers reflected positive answers of the pupils. Those teachers who had insufficient knowledge of formal music devoted a special attention to music in the syllabus. Two schools have recently finished the project of music education. In

most of the visited schools there are special rooms where books on music are at disposal, there are also pictures concerning music and musical instruments are placed in the main corridors that can be used by the children. Teaching to play the instrument was considered a compulsory subject in the school at Prior Weston. In English schools stress is put on the concept of music education as a non-isolated subject. Boys are less interested in music education. This is caused mainly by the fact that already in nursery schools teachers are women.

The next part deals with the evaluation of using materials and aids for music education at schools. There are five types of materials used: books with religious topics, hymns, negro spirituals, gospels; contemporary religious popular songs consist of two parts /tune and text separately/. To assist the teachers the school board published some music material and fairy tales on cassettes. They can also be used by teachers without theoretical music education and this material is particularly suitable for children. The material "BBC music time" is meant as an accompanying text to the TV musical program for children /it consists of English folk songs and pentatonic tunes by Kodaly/. The teaching methods were most varied; from choral singing /during the morning gatherings/ to individual work with small groups of children in the music centre where they listened to gramophone records. The lessons of music education during which singing was trained were held in the music room; thirty children were learning a tune by heart to the piano accompaniment. Music is

taught in the traditional way. The BBC "Music time" TV program has undoubtedly an outstanding influence on teachihg music in nursery schools. The booklets to this program have a lot of illustrations, they have both tunes and texts of songs, they mention the dynamics and the suggested instrumentation inclusive sound effects for some songs and advice how to make one's own musical instruments. This method is a very good guidance for the teacher and stimulates the interest and motivation of children.
The program has certain limitations and a lot is to be improved; nevertheless, it is the best at present. In English schools vocal aspect of music is stressed and preferred to the instrumental one and nursery school children have more knowledge about rhythm than about melody. These schools are also influenced by Orff's method/ usage of non-traditional musical instruments/ combined with gestural education. Nursery school teachers are not specially trained to know how to sing with children, what material to choose and how to compose good songs. They are only trained to play the piano.

646. Wie sich der Tonumfang beim Kinderlied erweitert.
/How to increase the range of tones in children's songs./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 293-296.
1 fig., 1 table.

The authors use the examples of melodies and songs as well as a chart to show the development of phases important for music education of young children. The starting point is a minor third representing a child's calling as far as major octave. The article has notations.

647. ZEZULA, J.: Didaktické hry v hudební výchově. /Didactic games in music education./

Predškolská výchova, 36, 1981/1982, No.2, pp.13-19.
1 photograph.

A musical didactic play has a concrete pedagogical aim. It gives children a possibility to learn about and to modify musical elements, to create melodies and rhythms. The musical didactic games mentioned here concentrate on the development of singing activity as well as on the development of hearing and auditory imagination. These games consisting of imitation, improvisation, and aimed at refining hearing, are supplementary forms of music-educational work and are based on singing, listening and music-gestural material. The paper includes notations.

648. ZEZULA, J.: Nové pojetí hudební výchovy. /A new concept of music education./

Predškolská výchova, 35, 1980/1981, No.7, pp.10-16.
5 photographs.

The paper deals with the experience that resulted from introducing new concepts of preschool education in practice. Music education, as an aesthetic-educational subject, is implemented as an organic component of artistic, aesthetic and general education. It has its means of expression - tones, melodies, rhythms etc., but also means connected with all other educational elements: word, gesture, play, performance, improvisation. A positive feature of today's music education is a number of musical activities and making the children interested in them using both known and new means. Singing activities were enriched with rhythmical methodological plays with the word and the text, but the song stands in the first place. In the new concept of preschool education creativity becomes a domineering concept. One of the means of children's musical creativity is improvisation. It must be, however, preceded by imitation, for example, by playing at echo. The author also mentions other kinds of plays: melodic, rhythmical, with hidden melody, etc.

649. ZLODYUSHKINA, L.: *Formirovaniye tvorchestva detey pri obuchenii elementam sovremennogo tanca.* /Formation of children's creativity while learning elements of contemporary dance./

Doshkolnoye vospitaniye, 1981, No.12, pp.84-88.

This paper deals with the experience of a music teacher who took advantage of children's interest in modern dance and tried to develop their creativity and activity by means of this dance. She decided to find out how contemporary dance influences musical-aesthetic development of children. She wants to teach children those elements of contemporary dance that correspond to the requirements of syllabi of educational work. She wants to encourage the children to bring elements of contemporary dance into musical-rhythmical activities. The authoress describes in detail how she taught them elements of contemporary dance based on their rhythmical-musical experience. Children managed to recognize popular, classical and folk music, they managed to find suitable gestures and became interested in all these kinds of music. The children´s horizon broadened, their musicality developed together with their expressivity and creative abilities.

11.2.1 Development of musicality

650. HIRT, P.: Musikerziehung im Kindergarten - wie sie am Seminar besprochen wird, /Music education in nursery schools - as talked about at the seminar./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp. 262-265.

Practising music with children develops not only their musical and intellectual abilities, but also the whole personality. Imagination and phantasy develop, too, as well as independence and the ability of noticing things. The authoress intentionally does not engage in traditional forms of music education such as singing and gestures to the musical accompaniment, but in musical improvisation. She states the principles as follows: spontaneous musical performances of children should not be suppressed, but used as a starting point for creativity and for everyone's own expression. Getting acquainted with musical works should not replace creative performances, but supplement them. Individual improvisation can follow the communication with the partner. The authoress also mentions various plays that inspire children to musical creativity.

651. JANOVSKÁ, O.: Každý den s písničkou. /Every day with a song./

Predškolská výchova, 36, 1981/1982, No.3, pp.15-19.
3 refs.

When drilling a song most time is consumed by learning the melody. It must be repeated many times. That is the reason why playful elements must be included in the music education, namely when singing is practised. The authoress mentions several examples of everyday work with a song. She chooses the most popular folk songs so that they might be known even by children's parents who should be made to cooperate. Individual examples are chosen so as to form in the children a habit to sing, to improve their singing performance and enable them to understand both the contents and the musical expression. In order to train musical retention and enrich their musical imagination, children must learn a number of songs, at least fifteen a year. Those children who know a lot of songs, learn much more easily and much faster. The paper also contains notations.

652. **MALACHOVA, I.:** K melodii. /On melody./
Sem'ya i shkola, 1981, No.12, pp.38-39.
1 fig.

Children feel rhythm from early childhood, while moving, walking, running. It is also important for them to learn to perceive rhythmical speech and to transfer later this perception to music, to its rhythm. The authoress mentions a number of games when children clap simultaneously with words combined with the recording of rhythm and stress, and games for recognition and imitation of intonation in the speech. The authoress shows how children can perceive intonation and imitate it. The next phase in the development of musical ear is distinguishing the pitch of tones. It starts with distinguishing sounds and tones of everyday life, then comparing man's and woman's voices while speaking and while singing and while listening to music.

653. **MALACHOVA**, I.: O zvukach, kotoryie nas okruzhayut. /On sounds surrounding us./

Sem'ya i shkola, 1981, No.1, pp.40-42.
8 photographs.

Children from their early childhood not only can hear sounds, but are also interested in them and can distinguish them. For musical development of children it is necessary - from their early childhood already - to give them opportunities to listen to various sounds. For example, if children clap, they should be told the difference between clapping with the whole palm or only tapping with a finger. To help develop hearing it is important to teach children to listen to sounds in the open air. It is, however, indispensable for children to get to know, and distinguish, a number of sounds around them so that they might comprehend specific features of music and its possibilities of expression.

654. **MALACHOVA**, I.: Poigrayem so zvukami. /We shall play with sounds./

Sem'ya i shkola, 1981, No.3, pp.38-40.
1 photograph.

The authoress describes plays that help children to hear, distinguish and imitate sounds of various volumes and timber and that help them also to combine these qualities of sounds. To this effect musical toys are necessary. Children listen to various sounds, distinguish them, try to characterize them in words. A song played by some instrument or sung by some adult can be accompanied by children's clapping, rhythmical tapping, etc.

655. MALACHOVA, I.: Zvuki rasskazyvayut. /Sounds narrate./

Sem'ya i shkola, 1981, No.5, pp.34-36.
1 photograph.

This is a further description of musical plays aimed at giving children new impressions, at getting them acquainted with such means of expression as rhythm and time and with some musical instruments. It is necessary for the children to feel the relation between music created by musical composers and the sounds they can hear around them in everyday life. Children learn to imitate wind, rain. These plays continue by listening to reproduced music. Children try to distingusih individual musical instruments, try to find out if it is only a group of instruments or the whole orchestra. The authoress then instructs about listening to parts of Russian operas, for example the prologue from the Snowwhite opera where children can hear sounds of birds. In the opera "The fairy tale about czar Saltan" children can hear the roar of the sea. In the fairy tale "Péťa and the wolf" they can distinguish the sounds of individual instruments. In this way children are getting ready for listening to music on the radio, in TV and at concerts.

656. MALACHOVA, I.: Zvuki i znaki. /Sounds and their designation./

Sem'ya i shkola, 1981, No.9, pp.53-56.
11 figs.

The authoress describes plays that contribute to the development of musical perception and musical ear.

She concentrates on plays with short and long tones. She demonstrates how it is possible to get children acquainted with notes, how to note rhythm and dynamics. Then she mentions methodological instructions for getting children acquainted with some compositions.

657. SEDLÁK, F.: *K psychologii hudebního vnímání.* /On psychology of musical perception./
Predškolská výchova, 35, 1980/1981, No.11, pp.8-11.

Musical perception is a complicated psychological process in which - from the point of view of structure and function - are organized musical abilities of man and his previous musical experience that makes it possible to comprehend musical contents and intentions of the composer. In this article the author concentrates mainly on the perceiving subject /children/ and the proper process of perception of music. Due to mass media and reproduced music, children are exposed to a lot of music of various genres. The music that we have at our disposal without much effort decreases the level of inner musical activity, without which experiencing music fully is not possible. The hearing of newly born babies is - in view of its anatomy and function - formed in such a way that already in the first months of their lives babies respond to sounds. Musical perception proceeds from quantity to quality. Children are at first attracted by rhythm and time, by dynamic changes, musical stress and changes in timber. Only later does sensitivity to the pitch of tones develop. In musical perception the scheme of analysers is applied. The main task concerns the organ of hearing, but the strengthening function is carried out by visual and motion analyser. In the music-educational practice of preschoolers it is possible to connect music-gestural response with the development of speech, expressive rhythmics and recitation. Space perception and imagination form basic functions of musical ear and are indispensable for the comprehension of musical height and the whole construction of musical work. Perceiving some music sight helps very expressively when we, for example, watch and hear a woman teacher singing and also at concerts when children can see musical instruments and the performers. Quite often, namely in small musical compositions, children relate their musical perceptions and experiences to extra-musical imagination /natural beauties, animal sounds, musical toys, etc./. The quality of musical perception in preschool age depends on situations in which children perceive. This perception should be included into a complex musical play in which children listen, sing or play musical instruments and try to create by themselves. In this play is also formed the necessary musical motivation and activity of perception which also helps to get rid of some habits of non-concentrated and superficial perception that occurs in the family.

658. SLOŽIL, A. - LÁZNIČKOVÁ, D.: Hudební výchova v jeslích.
/Music education in crèches./
Predškolská výchova, 35, 1980/1981, No.11, pp.12-15.

The authors describe their experience with the work carried out in accordance with the new program of educational work. They describe three kinds of occupation that proved positive with children 12-18, 24-30 and 30-36 months old. They used selected sayings, nursery rhymes, songs and simple musical instruments /triangle, xylophone/.

659. WENZLOVÁ, R.: Psychické předpoklady hudební výchovy.
/Psychological prerequisites of music education./
Predškolská výchova, 36, 1981/1982, No.4, pp.18-20.
2 photographs, 4 refs.

Children respond to music already when they are toddlers and actively from the age of two; when they are four years old, their singing activity increases. When they are 3 or 4, their sensitivity for the pitch of tone almost doubles. These initial musical expressions should be stimulated and developed by organized musical activities. Together with the development of speech, children begin to sing tunes and sayings. Musical-gestural activity has a very positive impact on their nervous system, results in a joyful mood and helps the physical and mental development of children.

11.2.2 Musical activities

660. BLAHOVÁ, L.: Tvorivý prístup k detským piesňam.
/A creative attitude to children's songs./

Predškolská výchova, 35, 1980/1981, No.12, pp.21-23.
1 photograph.

To teach children sing folk songs is an important task of music education in nursery schools. When drilling and repeating songs it is necessary to enrich them with new elements to make it attractive for children. When incorporating songs into the plan it is necessary to think over the type of music occupation, to make full use of these songs from the musical point of view and also its contents, its educational application, gestures and other forms to encourage the interest of children. Songs are of great importance in forming a children's group. The contents of songs broaden children's horizons. Apart from drilling songs, it is possible to perform them to the accompaniment of some instrument and perform them together with dance and gestures. The authoress also describes how schoolgirls in teachers' school in Levice adapted the songs "The bell's message" and "About three piglets" and performed them with children in the form of musical fairy tale. Other songs for children can be used in a similar way.

661. CULKOVÁ, A.: Hudební výchova v jednotřídce. /Music education in one-class school./

Predškolská výchova, 36, 1981/1982, No.4, pp.21-22.
1 photograph.

This is the experience of a teacher who tries to carry out music education in a playful way. An ingenuous organization of classes encourages children's interest and their participation in musical activities. For example, when repeating a song children sing solos, in chorus, they use rhythmical musical instruments to accompany themselves, they express themselves in gestures. The changing of groups and activities promotes children's constant attention. There are always some changes, individual groups get various tasks. The authoress mentions an example of preparing for the occupation /inclusive notations/, where the tasks for younger children differ from those for the older ones.

662. NECHAYEVA, I.: Stroitel'nyie nabory dlya detey rannego vozrasta. /Construction kits for very young children./

Doshkolnoye vospitaniye, 1981, No.6, pp.69-71.

Plays with construction kits develop the activity of very young children and contribute to their mental development. It is necessary to teach children gradually handle the elements of the construction kit. When children manage to build something they want adults to see it. The joy they are showing is a proof that they want to accomplish a simple task. The authoress describes a newly designed construction kit that has more elements and makes it possible to make more complicated constructions. Occupation with a construction kit should correspond to educational demands and didactic principles. These must be clear, gradually getting more complicated, systematically organized as children´s occupation. Kits should be of different shapes and dimensions.

663. TACHEVA, S. - TACHEV, S.: Raznoobrazieto v obuchenieto po akordeon - uslovie za razvitie na muzikalnite sposobnosti. /A variety of lessons in according playing as a precondition of developing musical abilities./

Preduchilishtno vãspitanie, 29, 1981, No.8, pp.40-44.

The authors deal with their experience in teaching trainee teachers to play accordion. They inform us about good attainment of teaching in groups. This form of teaching is varied, it develops children´s technique, it forms musical ear and basic musical abilities. The article includes notations.

11.2.3 Receptive music education

664. BOZMAROV, I.: Zapoznavane na decata s muzikalno-chudozhestvenite obrazi. /Getting children acquainted with musical images./

Preduchilishtno vǎzpitanie, 29, 1981, No.3, pp.27-31.

To form musical images is a long-lasting and complicated process because children form a conception of an artistic image from certain. The author presents his own system verified by experience which guides children to forming a full-value image. He considers specific features of each age group of preschoolers.

665. LOPATINA, M.: Metodika obucheniya slushaniyu muzyki. /Methodology of listening to music./

Doshkolnoye vospitaniye, 1981, No.10, pp.81-83.

The curriculum of educational work requires to proceed from the basic acquaintance with music in the department with the youngest children to emotional listening to music, comprehension of its contents and means of expression. In the transfer department children get acquainted with rather difficult instrumental compositiens. The authoress uses the example of Tchaikovsky´s composition "New doll" to analyse the task: to get children acquainted with the composition that expresses joyful mood, to draw their attention to the dynamics of the music, to show them the closure of the composition expressing a withdrawing child. Then she mentions the detailed description of four lessons during which children were trying to get acquainted with the composition. She describes in a similar way how children were getting acquainted with Tchaikovsky´s composition "Kamarinskaya" and other small compositions.

11.3 Art education

666. BELIKOVA, M.: Esteticheskoye vospitaniye detey na zanyatiyakh isobrazitel´noy deyatel´nostyu. /Aesthetic perception of children in art occupations./

Doshkol´noye vospitaniye, 1981, No.4, pp.26-28.

The article mentions the experience of women teachers. When watching pictures they draw children´s attention to the character of these pictures, they try to make them express in words the mood they saw in the open air or saw expressed in the picture. To make children learn not only how to describe individual objects or phenomena, but also to express what the artist felt, teachers show children pictures and ask about them like this: "What do you think the painter wanted to say about this wood ?" Children´s creative activity is also developed by literary works. In drawings children depict not only what the verses are about, but also what they already got acquainted with. Verses refresh their retention, incite their imagination.

It is the same with music. Children draw on the subject of some song. Very important is also decorative drawing; children get acquainted with various kinds of Russian folk art. Particularly sense for colour develops in children.

667. **BOGATYREVA, Z.:** Nanayskiye applikatsii. /Nanaia appliqué./

Doshkolnoye vospitaniye, 1981, No.12, pp.72-76.
4 figs.

The curriculum of graphic art education at teachers' schools includes also the subject "Appliqués in nursery schools". It is a methodology of appliqué and organisation of occupation. Trainee teachers should also be made acquainted with decorative creativity of the nations of the USSR, where appliqué is very often used. It is necessary to explain the origin of this technique, special features of individual elements of the ornament, the usage of natural material when making things of everyday use /clothing, shoes, carpets/. The application of folk ornaments when working with preschool children will facilitate to develop their creativity, increase their knowledge of the nations of the Union of Soviet Socialist Republics, of their culture and art. The authoress then deals in detail with the Nanaia appliqué.

668. ČAPOUNOVÁ, V.: Jak je to se vztahem pracovní a výtvarné výchovy na mateřských školách. /About relations between work education and art education in nursery schools./

Estetická výchova, 22, 1981/1982, No.4, p.112.
1 fig.

Many activities of work education and graphic art education are alike. It is for example plane creation and space creation, construction in graphic art education and the work with technological materials in work education. The authoress of this article stresses the necessity of keeping basic diversities of both components of education, though both spheres have a number of common signs - equal tools, aids and games. A different character of all children's work is caused by a different guidance of the teacher. In the work education the teacher demonstrates a sample produce, she guides children from one operation to another, she compares the produce made by the child with the sample produce and stresses that it should be made exactly as the sample produce. On the contrary, in graphic art education children are not to imitate the sample, but are encouraged to express their own ideas, to have their own concept of graphic art work, provided the teacher gives them some advice, tries always to keep their ideas and help them when needed.

669. DORONOVA, T.: Organizatsiya raboty na zanyatiyakh po izobrazitelnoy deyatelnosti. /How to organise work in art education occupations./

Doshkolnoye vospitaniye, 1981, No.6, pp.19-21.

Art education occupations tend to be conducted for too long. To eliminate this shortcoming, a teacher should analyze beforehand the children's potential, prepare the necessary material, plan the method of exposition and introduction of the children to a particular activity. In the introductory part of an occupation the teacher will familiarise the children with its subject, organise observations of a particular model, explain how to approach it. Research findings indicate that the development of children's creativity depends on the depth of aesthetic experience when children perceive a specific object. This is why literary texts should also be used in the introductory part, to incite children's interest. Many children need more time to think about an assignment, to decide how to approach it. This is why the author of the article recommends to let the children know the subject of the drawing lesson in advance. Sometimes an occupation becomes protracted because the children have not sufficiently mastered a specific technique. In such cases the teacher should devote one occupation to practising it. The requirement that art education occupations should not be excessively long is of educational importance. Children are supposed to learn how to complete an assignment, being aware of its goal and time limit, which constitutes an important prerequisite for effective learning.

670. FOKINA, L.: Rasvitiye esteticheskogo vospriyatiya. /Developing aesthetic perception./

Doshkolnoye vospitaniye, 1981, No.4, pp.25-26.

The article describes the experience of teachers who have focused their attention on developing aesthetic perception in children, on forming a sense of art and inciting interest in artistic activities. All media should be utilized to this end, in a comprehensive manner, and links should be established between art education and children's familiarization with the surrounding world. The teachers have developed a comprehensive plan of environmental trips, subject-oriented drawing, sessions at which literary texts are read to the children, familiarization with paintings and illustrations. A seminar has been organised for the teachers; its objective was their familiarization with the principles pertaining to the developing of aesthetic perception in preschoolers. Its participants have learned to organize observations of the year's seasons with changing weather, to choose the destination for environmental trips and how to combine the reading of literary texts and observations of nature. The teacher's efforts have brought positive results. The children's drawings have become more accomplished both with respect to contents and colour, they tend to portray nature in their drawings more frequently than before.

671. GALANDA, S.: Trud stroiteley v izobrazitelnoy deyatelnosti. /How the work people do is depicted in art education lessons./

Doshkolnoye vospitaniye, 1981, No.10, pp.19-21.

The curriculum of educational work for kindergarten stipulates that children's concepts of work done by workers of various trades should be developed. The author discusses the question of how to approach this objective in a comprehensive manner in art education lessons. She describes various methods designed to develop and make more accurate children's concepts of individual subjects and how to teach children to master the techniques pertaining to artistic activities /required skills and habits, creativity, activity/.

672. KAZAKOVA, T.: Vzaimosvyaz vidov izobrazitelnoy deyatelnosti. /The link between various aspects of art education activities./

Doshkolnoye vospitaniye, 1981, No.3, pp.11-14.

Art education activities play an important role in all-round development and education. Children acquire the knowledge of various objects, their location in space, diversity of colours. When children observe objects, they make comparisons, look for their characteristic features. The subjects depicted in children's drawings are usually the working achievements of the Soviet people, national holidays, i.e. children's creativity is geared to subjects with social importance. For this reason, art education affects the moral education of children, the formation of their positive attitudes to nature, their mother country. Aesthetic perception is formed during art education activities as well. The sense of colour, rhythm and proportions is developed in children. The author of the article, a teacher, encourages the children towards perceiving aesthetically objects and processes and taking an emotional stand to them; she encourages their efforts to portray a perceived picture by means of drawing, modelling, appliquéing. The interlinking of various aspects of art education activities extends the scope and methods of representation of the external world through artistic activities.

673. KUSHNIR, G.: Vliyaniye narodnoy igrushki na vyrazitelnost detskoy lepki. /The effects of folk toys on expressivity in modelling./

Doshkolnoye vospitaniye, 1981, No.7, pp.7-10.

The author reports on the results of work geared to the application of folk toys to children's art education activities, especially to modelling. Each folk toy has a longstanding tradition as to its concept, ornament and style of representing persons or animals. This specificity can be used with advantage to enrich children's concepts of objects and processes comprising the surrounding world, to make more profound their knowledge of form and style. A nursery school headmistress presents a plan fof work broken down into

two years' activities: 1. A visit of a toy exhibition, discussion of folk toys and folk artists.
2. Familiarization with individual toys. 3. Showing slides, postcards and illustrations to children to extends their knowledge of folk creation. 4. Modelling according to a model designed for the children to learn to discern the characteristic features of the shape, structure and proportions of toys.
5. Modelling according to a subject specified by the teacher or chosen by the child. A detailed plan of drawing and modelling occupations drawn up for the senior and preparatory classes can be found in Doshkolnoye vospitaniye, No. 8, pp.29-32.

674. MÍŠOVÁ, Z.: Vliv literatury na výtvarný projev.
/The effect of literature on artistic activities./
Predškolská výchova, 36, 1981/1982, No.2, pp.26-28.
3 photographs.

A teacher describes her experience. The popular fairy tales and short stories she repeatedly reads to the children encourage them to represent them through artistic activities. As a rule, the children will choose such a topic to illustrate as appeals to them. The oldest children prefer to illustrate fairy tale subjects. The children's imagination as well as their experience play an important role in developing their creative abilities.

675. PALENČÁROVÁ, E.: Rozvíjanie estetického cítenia pomocou výtvarnej výchovy. /Developing aesthetic appreciation through art education./

Predškolská výchova, 35, 1980/1981, No.7, pp.21-23.
2 photographs.

Art education does not involve the acquisition of skilfulness and habits alone, rather it should contribute to the all-round development of a personality. There is a close link between art education and other constituent parts of the educational programme. For example, a literary education occupation in which the children learn a fairy tale precedes an art education occupation in which the children will make a princely castle. The author goes on to describe various techniques used in drawing and painting classes, in working with natural objects.

676. S autory knihy o výtvarné výchově. /Meeting the authors of a book on art education./

Estetická výchova, 22, 1981/1982, No.2, p.57.
1 fig.

The article reports on the discussion session organised for the teachers and headmistresses of nursery schools in a Prague district. They met the authors of the book Art Education in Early Childhood, J. Uždil and E. Šašinková.

677. ŠTRÁCHALOVÁ, B.: Výchova výtvarným dílem. /A work of art as an educational medium./

Predškolská výchova, 35, 1980/1981, No.12, pp.8-9.
4 figs.

When visiting an art exhibition with nursery school children, the author realized that a child takes an active part in the events happening around him or her, that he/she is keen on learning something new and wants to be involved in a make-believe world of painting. She goes on to describe strategies designed to familiarize children with a work of art.

678. WHITENER, C.B. - KERSEY, K.: A purple hippopotamus ? Why not !

Childhood Education, 57, 1980, No.2, pp.83-89.
5 figs., 3 refs.

The authors discuss the problem of methodical guidance of preschoolers with respect to art education. In the first place, nursery school teachers and parents should know the developmental stages children go through in their artistic growth so that they may provide adequate materials, activities and encourage their creativity. Art education is part of the nursery school curriculum and it provides elementary education to preschoolers. The first stage is a stage of scribbling and appears when children are one to two years old;it is necessary to know that it is a process, not a product. It is of the same importance to an infant as prattling and crooning. Any form of graphic representation from the simplest to the most complex ones includes basic lines which are found in all children's works /they are the products of the intrinsic patterns of neurological growth and human development/. The authors present methodological instructions for work with children at this stage, including basic aids /an adequate supply of white paper 18 x 24 cm, good quality non-toxic crayons/. The children's work must be appreciated.

The second stage is a stage of basic forms. It develops at three to four years of age from scribbling. A child begins to represent the shapes of objects. At this age he/she begins to acquire better motor control and can be offered most diverse materials to work with. At first children should use only one colour, other colours can be added later. The overlaying of colours is a popular experience with children aged three to four. The goal is to improve the coordination of the hand and the eye, to attain control over the medium and to experience pleasure from art. In the final - painting - stage at five to six years children begin to give names to their drawings; figures are drawn with hands and legs, head and ears. This representation is affected by two factors: experience of objects and significance of objects for the child. A large number and quality of details can be observed and a child's art begins to reflect sensorimotor experience and perceptions.

A child's artistic abilities depend on his/her mental and physical maturity and the quality of his/her experience. Both the teacher and the parents should at this stage stimulate the child's inquisitiveness, provide suitable material, activities and encouragement. Thus the child will attain self-confidence which leads to further socio-emotional growth, learning achievement and continuous satisfaction and interest in one´s own creations.

679. ZANKOV, O.: Organisirane i provezhdane na zanyatiyata po izobrazitelna deynost v smesenite grupi. /Organisationg and implementation of art education classes in mixed groups./

Preduchilishtno vazpitanie, 29, 1981, No.10, pp.5-7.

It is very difficult to work with mixed-age groups of children. The author deals with art education and suggests how to differentiate work with respect to specificities pertaining to individual age groups.

11.3.1 Artistic expression

680. ČECHOVÁ, Z.: Estetická hodnota dětského výtvarného projevu. /The aesthetic value of children´s art./

Estetická výchova, 22, 1981/1982, No.4, pp.87-89.
4 figs., 15 refs.

The author discusses the problem of aesthetical evaluation of children´s art from the psychological, educational and social points of view. A child´s artistic expression is inseparable from his/her mental development; its evaluation, therefore, must be in conformity with the specificities of a child's individuality. "Technical precision" and "neatness" used to be the highest aesthetical criteria for evaluating children's art. There are indications to the contrary today, i.e. a young child should not be forced into excessive neatness or planning of his/her drawing, for children's muscular coordination and control are still not fully developed at this stage.

681. GRESSENT, G. - ZANFERLI, L.: *Libera espressione grafico-pittorica.* /Free graphicoppictorial expression./

Scuola materna, 68, 1981, Nos.7-16, p.18.

In their two-page features, always including examples of children's drawings, the authors come up with various suggestions for nursery school teachers concerning children's artistic activities; every feature also entails some research objectives, for example how free children's artistic expression facilitates research into children's mental world, development of their emotions, intellect. The features printed so far have dealt with the following subjects: what is inspiration and children's creativity, relationship between children and animals, infantile anxiety, synthesis of didactic activities in the course of the year as reflected in children's drawings, etc.

682. GUILLAIN, A.: Espèces et connexions d'espaces dans l'imagerie enfantine. /Spaces and connections of spaces in children's imagery./

L'école maternelle française, 1961, No.1, pp.9-21.
4 tables, 9 figs., 15 refs.

The article reports on the findings obtained in the longitudinal study of the graphic creation of one child from five to eleven years of his age, i.e. in the period following immediately nursery school. The study has yielded extensive material and the methods used will be useful and interesting for preschool education workers.

683. KOMAROVA, T.: Puti i sredstva formirovaniya zamysla v izobrazitelnom tvorchestve. /The ways and means of forming creative intention in art activities./

Doshkolnoye vospitaniye, 1961, No.11, pp.27-31.

The author presents the results of a study designed to investigate the origin of intention and its stability in four-year-old children. Art activity occupations were carried out in the experimental group according to a methodology developed by the author. The occupations began and ended by the experimentor's questions "What are you going to draw?" and "What have you drawn?". Twelve occupations were carried out from October to May, based on the children's choice of subjects. Gradually, the number of the children increased whose initial intention was the same as the outcome. Such results were facilitated by intentional activities carried out in the remaining occupations geared to enrichment of the children's concepts and acquisition of various creative techniques. Very good results were achieved when art activities were combined with music, recitation, theatrical performances.

11.3.2 Art activities

684. BEŇUŠOVIČOVÁ, A.: Dopravné prostriedky zo škatuliek. /Match-box transport vehicles./

Predškolská výchova, 35, 1980/1981, No.10, pp.28-30.
6 photographs.

The making of simple toys from wood, paper and natural materials incites children's interest in work activities. Children can put to good use their imagination, skilfulness and knowledge of individual subjects. The author, a teacher, describes the procedures used in making various toys from small boxes the children bring to nursery school.

685. BOGATEYEVA, Z.: Simmetricheskoye vyrezyvaniye. /How to cut out symmetrical shapes./

Doshkolnoye vospitaniye, 1981, No.9, pp.56-63.
4 figs., 6 tables.

The curriculum of educational work for nursery school stipulates that the oldest children should make appliqués using symmetrically cut-out shapes. The author presents methodological instructions for teaching pedagogical school students how to symmetrically cut out vegetable shapes /leaves, flowers/. She includes tables describing plants whose shapes are suitable for cutting out.

686. DOMASHOVA, V.: Tsvety rasskazhut i nauchat. /Flowers talk and teach./

Doshkolnoye vospitaniye, 1981, No.2, pp.67-69.
5 photographs.

A hobby club called "Forget-Me-Not" is active in a pedagogical school in Chelyabinsk. Its goals are to develop taste in children, to teach them how to arrange flowers and especially how to apply this knowledge to working with children. The author includes in her article a lot of practical suggestions for drying flowers, arranging bouquets and making flower compositions portraying different subjects.

687. FALTÝNKOVÁ, M.: Přírodní materiál při plošném a prostorovém vytváření. /Natural materials in flat and spatial modelling./

Předškolská výchova, 36, 1981/1982, No.3, pp.24-26.
2 figs.

One of the ways of fostering aesthetic feelings in children, developing their imagination, is to guide them to look for aesthetic values in ordinary objects and to make use of them in creative activities, i.e. in flat and spatial modelling. When taking walks in the forest children look at interesting pieces of wood, twigs, bark, moss, little stones. Every child tries to find something interesting to be able to create. When the children make various objects from natural materials the teacher sees to it that they should be tasteful.

688. GARAYOVÁ, E.: A proč právě koláž ? /Why collage ?/
Estetická výchova, 21, 1980/1981, No.8, pp.220-222; No.9, pp.249-251.
13 photographs.

The author writes about her experience of using collage in work with five-year-olds in nursery school. The objective was to raise this kind of work to a higher level, especially to eliminate stereotypic patterns from children's art. To encourage the children, she makes use of well-known motifs, such as the sun, birds, trees, the Hansen and Gretel fairy tale, etc. The children never use the colour paper supplied by the school for making the collages; rather the teacher makes available to them old magazines, posters, textiles, hand-knitting yarn, back-up paper of different sizes, pencils, colours.

689. HOLUBOVÁ, B.: Hračky z krabic a krabiček. /Toys from boxes./

Estetická výchova, 21, 1980/1981, No.10, pp.278-279.
4 photographs.

The author describes her experience with making toys from paper boxes in art education classes at a Popular School of Art. Unlike modelling from clay when children have to make a decision about size, the boxes come in fixed sizes and children are able to apply their creativity in other directions.

690. JIRÁSEK, J.: Dětské kresby a jiné výtvory. /Children's drawings and other creations./

Děti a my, 11, 1981, No.1, pp.21-23.
5 figs.

The author discusses the importance and function of drawing and painting in the life of a preschooler, the development of children's drawing, the importance of appraisal and encouragement for stimulating the development of drawing skills.

691. KOTENEVA, G.: Rodnik fantazii. /Source of imagination./

Doshkolnoye vospitaniye, 1981, No.10, pp.21-26.
7 photographs, 5 figs.

Work with natural objects develops imagination . Teachers should demonstrate to children how ordinary twigs, branches and roots can be turned into figures of animals and fabled beings so that the children may learn to see the beauties of nature. Since woodworking basically means using a sharp knife, most work is done by the teacher, the children can work on the twigs and branches, fetch and hold something, and the like.

692. KREKELER, H.: ".... da haben wir die Schule angemalt."
/".... and then we decorated our school"./
Spielen und lernen, 1981, No.1, pp.22-26.
9 photographs.

The author describes the experience of experimenting in the field of creative aesthetic education;six- to eight-year-old children at a primary school in Kirchdorf have decorated the whole walls of the school corridors with unusual paintings. They depict houses, animals, wildlife, life-size transport vehicles; they give the overall impression of an imaginery world and make the background to a specifically children's environment. The educational effect reflects in the children's improved relation to their school environment as well as a more positive relationship between the pupils and the teachers, established during the implementation of the original intention and later.

693. PETKOVA, P. - ZANKOV, O.: Kompleksen podkhod za razvitie na izobrazitelnoto tvorchestvo. /A comprehensive approach to developing artistic abilities./

Preduchilistno vazpitanie, 29, 1981, No.1, pp.10-15.

The authors discuss the requirement calling for a comprehensive approach to developing artistic abilities in early childhood and describe a number of suitable forms of work, such as illustrations of a literary work, appliqués, etc. They include in their article a number of specific suggestions how to plan classes based on differents kinds of art.

694. UŽDIL, J.: Jak je to s koláží. /A few words about collage./

Estetická výchova, 21, 1980/1981, No.5, pp.137-139.
9 photographs.

The author discusses the emergence, development and present-day application of collage in classroom and extracurricular art education.

11.4 Literary education

695. ALEKSIEVA, S.: Osobenosti na vaspriemaneto na literaturno proizvedenie ot 5-6 godishnite detsa.
/The specificities of perceiving literery works by five- to six-year-old children./

Preduchilishtno vazpitanie, 29, 1981, No.9, pp.7-12.
2 refs.

The perception of a literary work is a process which often interferes with the normal rhythm of educational and instructional work. The author of the article discusses some distinctive features of perception of literary works, an educator's role in familiarising children with a literary work and his/her contribution to developing the quality of language in children.

696. ANDROSOVA, V.: Obucheniye detey vospriyatiyu khudozhestvennoy literatury. /Teaching children to appreciate literary works./

Doshkolnoye vospitaniye, 1981, No.3, pp.18-25.
1 table.

Experience indicates that four-year-old children can be introduced to literary works, they can be taught to perceive the rhythmic structure of continuous speech, to identify the main characters in a literery work, to take a stand to them; to discern the changing moods of the characters; to define the content of a book from its illustrations; to remember and recall , in the course of play, the language and behaviour of the characters. The author has included a table in her article summarizing material deemed suitable for reading and narration in a group of four-year-olds, broken down into individual months.

697. BUKHVOSTOVA, S.: O zauchivanii stikhotvoreniy s detmi. /Teaching poetry to children./

Doshkolnoye vospitaniye, 1981, No.2, pp.12-18.

The author describes her experience of working with three- to four-year-old children. Children of these ages are able to commit to memory and to recite short poems which appeal to them. The curriculum of educational work stipulates that children of these ages should learn 13 poems, out of which a third would be folk poems. Three- to four-year old children's experience is limited; it is sometimes impossible for them to realize what the story implied in the verse-form is really about. The teaching of poems, therefore, should be supplemented with demonstrations of toys, objects, pictures.

698. BOULAY, L.: Le conte: Temps et espaces magiques.
/The fairy tale: magic time and space./

L'école maternelle française, 1981, No.6, pp.4-8; No.7, pp.4-8; No. 8, pp.4-6; No. 9, pp.5-9.

This is a continuation of the series of articles printed in the last year's volume, devoted to fairy tale and the diversity of its subjects. Each article presents in its introductory part the next of a fairy tale; the following part consists of its analysis and suggestions for its educational uses. The articles include fairy tales with magical sounds /No. 6/, supernatural beings /NO. 7/, speed-slowness opposites /No. 8/ and the magic space of the sea /No. 9/.

699. "The Cheerful Hospital Room" Project.

Bookbird, 1981, No.41-42.

This is a report on a project which, by means of children's books, has attempted to bring cheerfulness into children's hospital rooms. Its objective is te make use of books as a therapeutic means /bibliotherapy/; teams of doctors, psychologists and medical staff, along with literary people, have prepared a selection of suitable literature. The existing experience from this project is very positive.

700. Children's Books as World Literature.

Bookbird, 1981, No.1, p.37.

This is a report on an exhibition held in Zurich, November 1980 - January 1981. On display were books from the collection of Bettina Hürlimann, who had accumulated in it a treasure of world literature for children. This collection can be conceived as a representative collection of children's literature for any children's library, for it contains all that has made up children's world both in the past and at present.

701. CLIFFORD, M.: Political Bias in Children's Book Illustration.

Bookbird, 1981, No.1, pp.8-12.
2 figs.

The author deals with the issue of whether children's book illustration can involve political aspects which might incite bias and prejudice. He points to the fact that illustration can easily evoke a preconceived image of reality and affect attitudes in areas where this would be least expected. He based his research on a well-known, entirely unpolitical nursery rhyme, and he tried to add to it a political quality with the aid of illustration. /The nursery rhyme used to this end was Hickory, Dickory, Dock!/. To decorate it he used typical symbols of the social system, such as Mickey Mouse, the American flag, etc. In this way he has proved that a seemingly unpolitical area, such as book illustration in books for the youngest children can contain a political charge.

702. CHUDNOVA, R.: Sovershenstvovaniye predstavleniy detey o geroyakh khudoshestvennoy literatury. /Developing children's concepts of fiction heroes./

Doshkolnoye vospitaniye, 1981, No.4, pp.14-19.

The author discusses the question of how to guide children to notice the gestures, mimicking and motions depicting the mood and distinctive features of the characters when they are asked to give an account of a story or their attitude to the characters appearing in a literary work /orally or by drawing/. The teacher looks with the children at pictures portraying people in various emotional states /pleasure, surprise/, she discusses with them the content of a picture and asks the children how they recognize the mood of a person.

703. DMITRIYEVA, Ye.: Chteniye volshebnykh skazok. /Reading fairy tales to children./

Doshkolnoye vospitaniye, 1981, No.6, pp.21-26.

Fairy tales belong to the most popular genres a child is introduced to in nursery school. It is an oral form of literary art and as such is designed for listeners.

It is the narrator's intonation that will induce an atmosphere of reality or mystery, good or evil. The author concludes her article by presenting an analysis of the fairy tale "The Little Frost" and a plan of preparation for its narration.

704. DMITRIYEVA, Ye.: Kak chitat detyam. /How to read to children./

Doshkolnoye vospitaniye, 1981, No.9, pp.46-50.

This is an article designed for parents; the author suggests how they should familiarize their children with literary arts. Short folk rhyming verses are suitable for the youngest children. Fairy tale is the most popular genre designed for narration and reading to preschoolers. It requires a simple but lively rendition. Poetry, to which children can also be introduced at an early age, contributes to developing their aesthetical taste and poetic perception of the surrounding world, enriches their language and develops a sense of rhythm, their musicality. When reciting poetry, emphasis should be laid on the distinctive features of the language of poetry.

705. The European Prize for a Children's Book.

Bookbird, 1981, No.1, pp.41-45.

This is a surfey of the prizes awarded in the competition

The European Prize for a Children's Book. Jan Červenka's book "Tales for Both Ears" received an award in the didactic book category.

706. GERADTS, A.: Children's literature research collections: services and research for children's libraries.

Bookbird, 1981, No.2, pp.15-19.

This is a report on experience with using children's literature research collections. It describes the experience accumulated so far by the International Association of Librarians in this field; it also discusses some questions related to the organization of such research. The author believes that the formation of children's literature research collections and their exchanges will extend the information available about children's literature as a theoretical and practical problem and will contribute to research into juvenile reading in various countries.

707. HILDEBRANT, V. - HINES, R.P.: The pied pipers of poetry.

Young Children, 36, 1981, No.2, pp.12-17.
1 fig., 18 refs.

The authors discuss the importance of poetry in the life of a child and give examples of authors and strategies facilitating the fostering in children of pleasurable feelings, creative expression, imagination, the stretching of vocabulary through poetry. They also point to some qualities of a more general nature, such as the habit to listen to others and to try to understand them, to have a sense of humour, to practise intentional memory, which constitute important means of preparation for learning to read and for classroom work.

708. HRÍNOVÁ, D.: *Spisovatel'ka medzi deťmi.* /A writer among children./

Predškolská výchova, 35, 1980/1981, No.7, pp.4-5

The author reports on the visit the writer Maria Haštová paid to a nursery school. The teachers had prepared the children for the visit. They had collected her books, re-read them to the children; the children had learned some of her poems, illustrated her stories. The writer told the children how a book came into being. This was followed by question-time; the children responded spontaneously and to the point.

709. HOGREFE, J.: *Lebende Bücher.* /Books that are still relevant today./

Spielen und lernen, 1981, No.3, p.24.
3 figs.

The author introduces the reader to children's books which keep up with the tradition of books that used to be printed over a hundred years ago.

Those books, mostly hand-made, contained spatial maquettes illustrating the story, often in the form of a stage, including scenery, on which the plot developed. Such elements of activizing the reader are still relevant to contemporary children and are the reason why books of this kind enjoy a comeback.

710. CHALOUPKA, O.: Společenská podmíněnost vztahu dítěte k literatuře. /How the community affects a child's attitude to literature./

Zlatý máj, 25, 1981, No.1, pp.5-9.

The author reports on the ideas, views, discoveries, suggestions and data presented at the 17th Congress of The International Board on Books for Young People held in Prague. A number of delegates pointed to the fact that the effects children's literature has on children depend on the quality of children's attitude to reading. Children gradually build up this relationship, under the influence of external stimuli, which, however, do not constitute separate phenomena independent of other factors, rather they are affected by the prevailing social situation.

711. CHALOUPKA, O.: Zprostředkování literatury dítěti.
/Introducing a child to literature./
Zlatý máj, 26, 1981, No.3, pp.159-163.

The author discusses the question of attaining the maximum harmony of all factors affecting the child-book relationship. He bases his considerations on the ideas, views and suggestions presented at the 17th Congress of the International Board on Books for Young People held in Prague and applies them to Czechoslovak conditions.

712. Index 1980.
Bookbird, 1981, No.1, supplement.

This is a survey of papers contributing to the theory of children's literature, reports from international conferences and congresses of the International Board On Books For Young People, a list of books that have received international rewards and prizes awarded for illustration. It is an index of specialised literature published by the national committees in individual countries in 1980.

713. MÁCHOVÁ, I.: *Když kniha promluvila.* /When the book spoke./

Rodina a škola, 28, 1981, No.3, p.8.
2 photographs.

This is a reflection upon the importance of books for the further development of preschoolers. The author mentions some methods of work with books applied in nursery school. There exists a number of strategies used in the literery education of the youngest ones, such as reading to them, narration by adults, children´s recitation, discussion, looking at illustrations and discussion sessions with the authors of books for preschoolers.

714. MEYERZON, V.: *Dlya chego chitat detyam ?* /Why should we read to children ?/

Doshkolnoye vospitaniye, 1981, No.1, pp.49-51.

At a time where there are trends to turn to literature as a source of education and a complimentary source of education, preschoolers should be introduced to literature which would affect their emotions. The diversity and quantity of children´s literature available enables any child to choose such books as appeal to him/her. Reading not only cultivates a child´s taste, it also incites in him/her interest in other people, for books mostly focus on depicting people´s way of life. Children´s book illustration introduces children to the world of art. It is recommended to let children compare how different artists have conceived the illustrations designed for the same book.

715. MEYERZON, V.: Nedelya dlinoyu v god. /A week extended into a year./

Doshkolnoye vospitaniye, 1981, No.10, pp.49-53.

The author of the article describes the history of the Week of Children's Book. The first meeting of authors with children took place in spring 1944. Since then the Week of Children's Book has taken place regularly every year, during the spring vacations. Authors meet their readers, exhibitions and competitions are held as part of the event. Lending libraries make use of this occasion to evaluate the results of their work, they look for ways of inciting reading interest as early as preschool age.

716. MOTYASHOV, I.: Agnia Barto, higly-commended Andersen poet, died.

Bookbird, 1981, No.2,pp.31-33.
1 photograph.

Agnia Barto, highly-commended author in the field of children's poetry, died. Her books have been translated into 87 languages, she was the Holder of Lenin Order, Order of the Red Banner and Order of the Great October Socialist Revolution. Her works have been awarded prizes both in the U.S.S.R. and abroad. She was a leading personality in the national association for children's literature and the Soviet delegate in the International Board on Books For Young People.

717. OBERT, V.: Literatúra pre deti vo výchovnej práci materských škol. /Making use of children´s literature in educational work at nursery school./

Zlatý máj, 25, 1981, No.4, pp.198-203.
12 refs.

The paper deals with the objectives, content and main aspects of literary education at nursery school.

718. OVCHINNIKOVA, S.: "Zhivoye slovo" - stranitsy russkoy poezii. /"Words Which Are Alive" - part of the history of Russian poetry./
Doshkolnoye vospitaniye, 1981, No.2,pp. 51-53.
The author brings to the reader´s attention the book "Words Which Are Alive,", a collected volume of children´s poetry, published in 1911. There are only a few poems intended specifically for children. It contains excerpts from Russian lyrical poetry of the 19th century which fully appeals to children too.

719. PANAYOTOVA, T.: Esteticheskoto vaspitanie chrez izuchavane stikhotvoreniya za prirodata. /Making use of poems about nature in aesthetic education./

Nachalno obrazovanie, 21, 1981, No.6, pp.43-46.
1 ref.

The author presents her own experience to demonstrate how to proceed with poetry interpretation to familiarize children with the content and form of a particular poem. She has included in her article some useful methodological suggestions.

720. PAVLOVA, L.: Kogda - to, v rannem detstve ....
/Once upon a time .... in early childhood./
Doshkolnoye vospitaniye, 1981, No.3, pp.48-51.

The author has investigated the problem of when children begin to comprehend fairy tales, poems, narration. An infant is introduced to folk literary arts when his mother sings to him/her simple lullabies and nursery rhymes. From nine months an infant begins to imitate the words of adults. He/she can accompany simple rhymes and tunes by clapping or repeating individual words. Rhymes activise the infant, encourage him/her to move rhytmically. Simple tunes, kind and unexcited intonation of an adult calm down the infant. Thus an infant gets introduced to the culture of his/her nation at an early age. /He/she may not understand the content, but he/she will respond to the rhythm, intonation and speech-sounds of his/her native language. In the second year a child begins to respond to content as well.

721. PCHELKINA, V.: Kniga - istochnik detskogo tvorchestva. /Books - a source of children's creativity./

Doshkolnoye vospitaniye, 1981, No.6, pp.26-28.

The author, a teacher, describes her personal experience. Her objective was to extend the range of children's concepts, to make their aesthetic perception more profound, to teach them how to comprehend the content of a work of art. She made use of folk tales and fables to attain her objective. When discussing book illustrations, children were asked to characterize not only the plot, but also to identify the mood of the characters. After a fairy tale had been read to them, they were asked to say what they thought of the characters and why. The children were encouraged to think of new attributes to characterize the animals portrayed in the tale. Another time, the children were asked to invent their own stories about toys, for example.

722. PRŮŠOVÁ, E.: Četli jsme Zlatohlávka. /We have read Goldenhead./

Predškolská výchova, 36, 1981/1982, No.4, pp.23-24.

The author, a teacher, describes her experience of working with the book by M. Lukešová, Goldenhead. She read the book to children in instalments. Prior to a new instalment she recapitulated with the children what they had heard up to then. Reading the book enabled the teacher to develop the children's

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concepts of country life, to enrich their skills of expression and enliven art education activities. When they had finished reading the book, they invited both authors, the writer and the illustrator J. Kudláček, to come and visit the nursery school. The children then presented the writer with their own accounts of Goldenhead as their parents had taken them down for them and the painter with their own illustrations to Goldenhead.

723. RATYNSKÁ, H.: Detská literatúra v pol´ských materských školách. /Children´s literature in nursery schools in Poland./

Predškolská výchova, 35, 1980/1981, No.6, pp.29-31.

This paper was presented at the international pre-school education seminar held in Prague in 1980. The educational importance of children´s literature for the youngest children is great, greater even than its importance for older children who already have more experience. A young child tends to imitate, to identify oneself with the characters. The programme of educational work stipulates for work with books that it should be graded in difficulty. Three-year-olds are supposed to listen to short texts, to acquire the skill of handling books, to look through illustrations. Four-year-olds should learn to give an account of illustrations, to memorize simple poems. Five-year-olds should try to stage their own plays and verbalise on their own: they should also be introduced to lyrical and humouristic works. As regards six-year-olds, attention should focus on developing their interest in books, on cultivating their speech in conjunction with literary works.

724. SANTUCCI, L.: Pinocchio ha compiuto cent'anni, ma non li dimostra. /Pinocchio is a centenarian, but he doesn't look it./
Scuola materna, 68, 1981, No.16, pp.1023-1027.
4 refs.

The article is reprinted from the volume "Collodi", published to commemorate the centenary of Collodi's book about Pinocchio. It is a reflection upon children's mental needs and children's reading in conjunction with the great popularity Pinnocchio has maintained with its children's readers.

725. SODERBLOM, H.: A Swedish librarian's experience with handicapped children and books.
Bookbird, 1981, No.3, pp.21-24.

This is a description of a librarion's twelve yeras of experience with deaf-and-dumb children and books. It stresses the necessity of a well-planned approach to the choice of books and a librarian's willingness to provide explanation and further information where a child's defect prevents him/her from comprehending the text he/she is reading.
The author of the article also points out that very often disabled children are retarded in their

reading development and such books appeal to them at first as would seem too childish from the point of view of mental age.

726. STOYKOVA, N.: Razvivane na chitatelskite interesi na uchenitsite. /Developing pupils' reading interests./ Nachalno obrazovanie, 21, 1981, No.7, pp.46-48.

The author describes her experience with children attending the second and third grades of elementary school. She suggests how to identify children's reading interests, how to channel them, how to guide children and encourage them towards independent reading.

727. STAVNICKÁ, V.: Slovesné umenie v jasliach. /Literary arts in the crèche./ Zdravotnícká pracovnice, 31, 1981, No.3, pp.156-157. 2 photographs.

The author describes her experience with two- to three-year-old children. They gradually get used to listening to short fairy tales and stories. Their visual perception is more developed than their hearing perception, that's why the teacher supplements narration with glove-puppets, toys, pictures. The combination of word and demonstration enables children to comprehend text - narration will then be fixed permanently in children. Simple fairy tales and stories about animals have been found particularly successful in this respect.

728. TOMAŠOVICOVÁ, M.: Skúsenosti s plánovaním. /Experience with planning./

Predškolská výchova, 36, 1981/1982, No.4, pp.7-11.
3 photographs, 2 tables.

The author describes her experience with planning literary education. She has found it useful to break down literary education activities into a long-term three-month plan. This enables her to plan well ahead such activities as environmental trips, festivities and cultural events, visits of the town library, of exhibitions, etc.

729. WILLIAMSON, P.M.: Literature goals and activities for young children.

Young Children, 36, 1981, No.4, pp.24-30.
3 figs., 13 refs.

The author analyzes the importance of literature in the life of man and arrives at the conclusion that familiarization with literature plays an enormous role at the time when a child has not become a reader yet. He conceives familiarization with literature as a rich source of inspiration for other activities, especially the development of language, play and drama activities.

730. YOLANDA, R.: The importance of visual aspects in children's literature.

Bookbird, 1981, No.2, pp.11-14.
1 photograph, 2 figs.

The author, a Brazilian critic, points out in her article to the multifold importance of illustration. She herself considers of primary importance its stimulative character, for it is at least as important as its aesthetic appearance. As regards preschoolers and beginning readers, illustration constitutes a key to text. She is in favour of variability of illustrations, both where artistic techniques and basic concepts are concerned. She mentious M. Hanák as an example of outstanding illustration of a book about animals.

731. ZOLA, M.: Children's magazines: high-flyers of Canadian pubâishing.

Bookbird, 1981, No.3, pp.33-38.
1 fig., 5 refs.

The author discusses the issue of children's magazines in Canada and asks why some of them have enjoyed extraordinary popularity with children's readers. He believes that children's magazines have managed to hold their own against the competition of television because they appeal to their readers, stimulate their imagination and creativity and present them with a variety of visual stimuli.

11.5 Children's literature

732. BEGAK, B.: Akademik - skazochnik. /An academician - author of fairy tales./

Doshkolnoye vospitaniye, 1981, No.10, pp.53-55.

The author analyzes in his article the fairy tales of Charles Perrault, a member of the French Academy, who created them at the turn of the 17th century. He drew upon folk tradition and creativity for his subjects. He added a moral to each fairy tale to make the folk subject more palatable to the view and taste of his contemporaries. At the same time, he maintained the meaning, simplicity, humour and magic of folk stories. This is what makes his fairy tales so attractive to all children, regardless of time and nationality. His "Stories of Mother Goose" and "The History and Fables from Bygone Ages, with a Moral" were not published under his name, but that of his son. The popular illustrator Gustave Doré also contributed to the success of his fairy tales. I. S. Turgenev was the first editor of their Russian translation.

733. BEGAK, B.: Entuziast zhivoy prirody. /A nature lover./

Doshkolnoye vospitaniye, 1981, No.6, pp.55-58.

This is an analysis of the works of Yu. Dmitriyev, author of fiction and popular literature about nature, designed for children and young people. Some of his books are also suitable for preschoolers.

734. BEGAK, B.: Ulybka Korneya Chukovskogo. /The smile of Korney Chukovski./

Doshkolnoye vospitaniye, 1981, No.2, pp.46-51.

This is an analysis of the works of Korney Chukovski devoted to preschool children. The house in which Chukovski has lived has not been turned into an oficial museum yet, but it is visited by the poet's admirers throughout the year. Next to his house is his present to childrěn, a children's library, visited by children from as early as three years of age.

735. BLAŽEK, B.: Pro koho jsou pohádky ? /Who are fairy tales intended for ?/

Děti a my, 11, 1981, No.2, pp.6-9.
2 photographs.

This is a reflection upon the role fairy tales play in the life of a child. The contraversion about fairy tales started at the beginning of the 20th century /in 1911 in Slovakia, in the magazine Únor, and in 1929 in Bohemia, in Lidové Noviny/. In 1942 J.Frey raised his objections in the booklet "Defending Fairy

Tales" and so did R. Lužík in "Fairy Tales and a Child's Psyché" /1944/. The controversion was fiercer in the Soviet Union, where a group of so-called pedagogues intended to eliminate from children's literature all unrealistic stories. It was Korney Chukovski /in his book From Two to Five/ and Maxim Gorki /Fairy Tales As a Subject of Scientific Research/ who spoke in favour of fairy tales. Ch. Bühler summarised her research findings about the link between fairy tales and children's imagination in 1918. She based her considerations on Grimm's Fairy Tales and pointed to some distinctive features of fabled beings, mostly simple qualities which are easily comprehended by children. An original work written by the Russian literary scholar, V.Y. Propp, A Morphology of Fairy Tales, was published in 1928. It classed fairy tales into categories according to their related subjects. The author also identified seven principal characters. The Swiss psychologist Carl Gustav Jung noticed, in his psychiatric practice, an extraordinary concidence - some fabled beings and plot developments could simultaneously be found in the fairy tales of the geographically most distant peoples and in their myths, but also in the dreams of his patients! Like dreams, fairy tales also seem to be encoded representation of specific contents, especially actions.

Originally, adults narrated stories to adults. Later on, stories separated into juicy jokes, anecdotes for adults and into fairy tales adults started narrating to children.

737. BRZEZIŃSKA, A. - STASIAKIEWICZ, M.: Jak oceniać ksiazke dla dziecka. /How to evaluate children's books./

Wychowanie w przedszkolu, 14, 1981, No.4, pp.200-205.
12 refs.

A children's book is a source of information - about the world, people, community, its lifestyle, traditions, etc. An analysis of a children's book from the pedagogical point of view should include both its concent and its form /aesthetic, literary values/. The authors distinguish the following criteria: artistic, psychological and pedagogical, while they stress that the primary criterion should be the artistic point of view; psychological /especially respect for children's age-related specificities/ and pedagogical considerations are of secondary importance.

738. Bücher über Bilderbücher. /Books about picture books./

Der Schweizerische Kindergarten, 71, 1981, No.6, pp. 339-342.
10 refs.

This is a survey of specialized literature concerning children's illustrated books. These publications approach children's literature from various angles, such as the historical point of view which deals with the history of books from the earliest times; or subject-orientated considerations, such as The World in Pictorial Books, presenting illustrations from various countries which concern a specific subject, such as animals in pictorical books. Other authors analyze children's literature from the point of view of culture, history, psychology and education. Some books are orientated towards practical help parents and educators may find useful when choosing books for children, working with books in their educational activities, making use of books in children's language education, etc.

739. HOLEŠOVSKÝ, F.: New creative trends in Czechoslovak books for the youngest.

Bookbird, 1981, No.1, pp.61-65.
4 figs.

The author, a specialist in the field of aesthetic education, analyzes the new creative trends that have emerged in Czech and Slovak book illustration, demonstrating them on such creative personalities as Alojz Klíma, Viera Bombová, Květa Pacovská and Zdeněk Seydl.

740. IVANOVA, M.: Khudozhestvenata literatura v nachalnite klasove. /Making use of literary works in junior classes./

Nachalno obrazovanie, 21, 1981, No.6, pp.9-15.
9 refs.

The author stresses the important role played by literary works in the formation of aesthetic feelings, reading interests and encouraging children's creative interests.

741. Janusz Korczak literary prize 1981.

Bookbird, 1981, No.3, pp.48-49.

The Janusz Korczak literary prize for children's literature is regularly awarded by the Polish section of the International Board on Books for Young People, to commemorate this prominent Polish physician, educator and author of children's books. An international jury reviewed 107 books from 19 countries. The first prize was awarded to the West German author, M. Ende, for his book "An Unfinished Story" and to Ján Navrátil from Czechoslovakia, for his book "The young deck hand's lantern", the story of a six-year-old boy which took place during World War II.

742. KETTNER, P.: Panorama dětem. /What has Panorama to offer to children./

Rodina a škola, 28, 1981, No.1, p.9.
1 fig.

This is an interview with R. Žákovský, editor-in-chief of the publishing house Panorama Prague. A quarter of the publishing production of Panorama consists of literature for preschoolers. One of the objectives Panorama would like to pursue in the future is to raise the quality of the form and content of children's publications. The longrange publishing plan of Panorama includes the printing of an edition of encyclopaedic books for children.

743. Krátké biografie ilustrátorů dětských knih. /Short biographies of children's book illustrators./

Der Schweizerische Kindergarten, 71, 1981, No.6, pp.342-362.
17 figs.

This is a brief report on contemporary children's book illustrators, mostly those whose books have been published by Swiss, Austrian and West German publishers. As regards Czechoslovak illustrators, it mentions Josef Paleček.

744. LIBEDINSKAYA, L.: Chelovek prekrasnoy dolhnosti. /A person with a rewarding calling./

Doshkolnoye vospitaniye, 1981, No.2, pp.54-55.
1 photograph.

This is an analysis of A.L. Barto's literary activities. Her poems always manage to strike a lively, spontaneous dialogue with their readers who become its active participants. Her humane attitudes reflected in the campaign she had launched, entitled "Looking for People", which later became a regular programme of the Lighthouse radio station. She told the tragic stories of people which had happened during the Great Patriotic War, when the members of families had to part, when parents lost track of their children. In spite of the fact that 35 years had elapsed since the end of the war there were still mothers looking for their lost children. A.L. Barto has greatly contributed to the tracking down and unification of the dispersed members of 927 families.

745. MIKO, F.: Kúzlo poézie a detský subjekt v predrečovom štádiu. /The magic of poetry and the child as a research subject at the stage preceding speech emergence./

Zlatý máj, 25, 1981, No.1, pp.10-13.

This is a reflection upon the potential of poetry at the stage preceding speech emergence in child development /the period between six months and a year-and-a-half of a child's age/. The author believes that, in addition to sayings, nursery rhymes and counting-out verses, a child is capable of appreciating genuine epic and genuine poetry at this stage. A lot, of course, will depend on stimuli coming from a child's surroundings, as well as on his/her prerequisites for accepting such influence. Last but not least, a good selection of books will also be of considerable help in this respect.

746. OSVALDOVÁ, B.: Optimistická zpráva o počasí. /An optimistic weather forecast./

Děti a my, 11, 1981, No.4, pp.27.

The author discusses the importance of the magazine Sluníčko /Little Sun/ with respect to infantile reading. This magazine is designed for non-readers, i.e. a mediator is always necessary. Its present circulation is 265.000 copies. The editors try to appeal both to parents and young children. Sluníčko includes fairy tales, but also concertinas, cut-out sheets, didactic problems to be solved, suggestions for handicraft activities.

747. OVCHINNIKOVA, S.: Bratya Grimm. /The Grimm brothers./ Doshkolnoye vospitaniye, 1981, No.12, pp.54-57.

The author analyzes the works of the Grimm brothers, who - as folklorists - were the authors of folk stories well-known all over the world; as philologists, they wrote Deutsche Grammatik and began a German dictionary.

748. Pamyati Agnii Lvovny Barto. /In memory of A.L. Barto./

Doshkolnoye vospitaniye, 1981, No.6, pp.62-63.

This is an obituary of A.L.Barto, who died shortly after her 75th birthday. She was among the first to point to the importance of humour in children's literature. The obituary also includes a record of the writer's discussion intervention presented at the 5th Congress of the Soviet writers.

749. PRIKHODKO, V.: Humor i lirika v detskoy poesii. /Humour and lyric in children's poetry./

Doshkolnoye vospitaniye, 1981, No.3, pp.32-35.

Children's comic epos constitutes a distinctive feature of humouristic poetry for children, especially that of S. Marshak. It is full of alegory, puns, irony, humour. Yet, lyrical elements can also be discovered in Marshak's as well as in Chukovski's creation.

750. RULF, I.: Vse luchsheye - detyam. /Children deserve the best./

Doshkolnoye vospitaniye, 1981, No.12, pp.82-83.
3 photographs.

This is a report on the publishing activities of Albatros and Mladé letá. More than 600 book titles are published yearly in Czechoslovakia for children; the total number of copies amounts to about twenty million. The Club of Young Readers has 600.000 members. It organizes reader's competitions, discussion sessions with authors, etc. The Children's Book House, run by Albatros, organizes exhibitions displaying, for example, illustrators' works, foreign literature for children and the like. It incorporates a permanent theatre for children.

751. SEEBASS, A.: Eine Bibliographie des deutschen Kinderbuches. /A bibliography of German books for children./

Der Schweizerische Kindergarten, 71, 1981, No.3, pp.97-102.

This is a detailed report on catalogues of literature for children and young people that have been published since the earliest times in Switzerland, Germany, France and U.S.A.

752. Der Schweizerische Jugendbuch-Institut. /The Swiss Institute of Children's Books./

Der Schweizerische Kindergarten, 71, 1981, No.6, pp. 334-339.

The Swiss Institute of Children's Books was founded in 1968. Its objective is to promote, study and research children's literature. The books concentrated in the institute serve as research and exemplary material. When requested, the researchers recommend literature dealing with a particular subject, provide a lecturer, reply to written enquiries. The Institute collects and catalogues specialized literature dealing with children's books, magazine and journal articles and reviews. The Institutes concentrates mostly children's books of Swiss production, the remaining books can be found in the Central Library in Zurich. There are working teams in the Institute made up from theoretical as well as field workers; they are engaged in tackling various problems related to children's literature. The results of their work are published in specialized publications, such as edifying literature for young people, in magazines for children and young people. The Institute also prepares exhibitions, especially itinerant displays. For example, schools' demand for the exhibition "The Third World in Children's Books" has never diminished during the last decade. An exhibition of Swiss books for children, prepared for the U.S.A. and Canada, has also been a success.

753. VIKTOROV, V.: Pisatel predstavlyayet pisatelya.
/A writer introduces another writer./

Doshkolnoye vospitaniye, 1981, No.5, pp.50-53.
1 photograph.

This is an article about N.Yu. Durova. She comes from the famous Durov family of tamers, who were believers in love and care of animals as a means of handling them properly. Durova herself is the directress of V.L. Durov Animal Theatre; here is a unique performance with guinea pigs and seals. She is a graduate from Gorki Literary Institute and mostly writes for children, about her experiences from the circus, animal taming, building up friendship among animals, about their distinctive features and the amusing stories she has experienced with her wards. Her book "Bizarre Adventures" is used as a Russian language textbook in schools in the G.D.R.

754. VOLPICELLI, L.: La verità su Pinocchio. /The truth about Pinocchio./

Scuola materna, 68, 1981, No.16, pp.1028-1029.
7 refs.

This article has been reprinted from a collected volume of the same title published in 1967 because of the reception given to P. Bargellini's /1967/ book. The editor of Scuola materna has included it into this issue to commemorate the centenary of Collodi's book about Pinocchio, for it represents a classic analysis of the educational and psychological impact of Pinocchio's adventures.

755. ZIGOVÁ, E.: Červená lienka v materských školách. /Ladybird in nursery school./

Predškolská výchova, 35, 1980/1981, No.7, pp.6-10.
3 photographs.

The publishing house Mladé letá has launched a new edition, Studnička, identifiable by a little symbol of ladybird. The intention is to publish a series of basic books for the youngest children; nursery schools will be able to build gradually their own in-house libraries from them. The edition will comprise several genres of creation for young children: verses, fairy tales, stories, etc.

756. ZIGOVÁ, E.: Rudo Moric o prírode. /Rudo Moric writes about nature./

Predškolská výchova, 35, 1980/1981, No.10, pp.4, 6, 8-10.

Rudo Moric's childhood experiences of nature have inspired him to invent various fairy tales about animals. His fairy tales appeal to children's inquisitiveness, desire to learn, developing simultaneously their imagination and fantasy. The distinctive features of Moric's relation to nature are emotional involvement and respect. They determine the edifying and educational power of his fairy tales. They can be used to advantage in nursery school when teachers indirectly introduce children to nature, and in the literary education of five- to six-year-olds.

11.6 Theatre and film for children

757. BEJDER, I.: Kto, kto v teremochke zhivet ? /Who lives in you, little cabin ?/

Doshkolnoye vospitaniye, 1981, No.12, pp.68-69.
2 photographs.

This is a report on Durov Animal Theatre. Its artistic directress-cum-leading tamer is a writer, N. Yu. Durova, Holder of the Artist of Merit Award.

758. CINYBULK, V.: 60 let Říše loutek. /The 60th anniversary of the Puppet Kingdom./

Československý loutkář, 31, 1981, No.1, pp.12-13.
7 photographs.

Sixty years have elapsed since the founding of the leading amateur theatre in Prague. The Puppet Kingdom has, throughout the years, tried to contribute to the cultural life of the city, to bring pleasure to children, to guide them to be an appreciative audience, to foster in them the need of an authentic theatrical experience. Even today, when there exist professional puppet theatres the Puppet Kingdom has maintained its traditionally high level of performance and has faithfully adhered to its aesthetic and ethical credo.

759. **CÍSAŘ, J.:** Duha nad Chrudimí. /The rainbow over Chrudim./

Československý loutkář, 31, 1981, No.8-9, pp.184-188.

This is an analysis of the 30th national show of amateur puppetry in Chrudim. A novelty, in comparison with the preceding years, was the incorporation into the programme of two performances staged by nursery school teachers. They have demonstrated that the performances staged by nursery school teachers, both in Chrudim and elsewhere, constitute a significant part of amateur puppetry which has its specific problems stemming from the uniqueness of its mission. Their work in this field should be valued for motivation rather than for theatrical achievement alone.

760. **DAVÍDEK, J.:** Tradice a tvořivost aneb malé zamyšlení nad XII. festivalem pražských amatérských loutkářů. /Tradition and creativity, or a little reflexion upon the XIIth Festival of Prague Amateur Puppeteers./

Československý loutkář, 31, 1981, No.2, pp.31-34.
6 photographs.

This is a reflexion upon the XIIth Festival of Prague Amateur Puppeteers, attended by seven ensembles which competed in eight performances.

761. DYTRICHOVÁ, V.: XX. Loutkářské Hořovice 1981. /XXth Puppeteers' Hořovice 1981./

Československý loutkář, 31, 1981, No.6, pp.133-134. 5 photographs.

This is a report on the regional show of amateur puppet ensembles held traditionally in Hořovice on 21st-22nd and 28-29th March.

762. GLOGAROVÁ, M.: Dětský divák překračuje rampu. /Child spectators cross the footlights./

Československý loutkář, 31, 1981, No.7, pp.156-157. 3 photographs.

A puppeteer describes her experience with children's reactions to a puppet performance. There are, in principle, two ways of crossing the footlights by a child spectator - it may be either evoked intentionally or it may be spontaneous. Spontaneous crossing of the footlights is either expected by the puppeteer in the same way as the intentional one, or it is completely unexpected. A puppeteer must be able to cope with accidental and completely unexpected reactions of his/her audience, he/she must be able to estimate when to include the respective reaction into the scene and how to do it.

763. KOVÁŘ, M.A.: Scénická žatva ´80 a bábky. /Scenic harvest ´80 and puppets./

Československý loutkář, 31, 1981, No.2, pp.30-31.
3 photographs.

This is information on a show of Slovak amateur puppet theatre. The Scenic harvest was also attended by a Bratislava nursery school teachers puppet theatre ensemble called Lampášik. They presented the play "Tajomný Hippopotam" /Mysterious Hippo/ by Lifšica and Kičanovová.

764. Přehlídka loutkářské práce učitelek mateřských škol v Praze. /A show of puppeteer work of Prague nursery school teachers./

Československý loutkář, 31, 1981, No.8-9, pp.212-213.
1 photograph.

This is information on show of puppeteer work of Prague nursery school teachers that took place in the big hall of the national enterprise Komenius on 27th April and with respect to big interest, was repeated on 4th May, 1981. This regional show comprised, after previous selection, 25 scenes played by teachers and 2 scenes played by children.
The overall level of this year´s show was evaluated very favourably. A number of participants were recommended by the jury to participate in the 3rd parade of individual scenes with puppets in the nursery school category.

765. RUDOHRADSKÁ, L.: Bábka pomáha pri rozvíjaní vlasteneckých citov. /Puppets help to develop patriotic feelings./

Predškolská výchova, 35, 1980/1981, No.12, pp.19-21.
2 photographs.

The author - a teacher - describes her experience. She founded the Materáčik puppeteer ensemble in cooperation with the secondary teacher training school in Modra. To show the students various possibilities of the use of puppets, she prepared with them a folklore programme with the use of big puppets made of wooden kitchen spoons and dressed in Slovak national costumes. It was the aim of the programme to evoke in the children love for Slovak popular art, to strengthen their national consciousness, to develop their aesthetic feeling, to teach them to perceive carefully, to understand the story and live it through emotionally, to shape their taste. The children helped in the singing of some songs by singing and clapping their hands; sometimes the puppets gave them riddles. This helped to create a joyful atmosphere. Work in the pupeteer ensemble activated the students' creativity and their effort to work with puppets later, as teachers.

766. **SMIRNOVA, E.:** Vliyaniye kukol'nogo teatra na razvitiye detey. /The effect of puppet theatre on the development of children./

Doshkolnoye vospitaniye, 1981, No.11, pp.81-83.

The watching of a puppet theatre performance by children is a complicated psychological process that influences the development of emotions, perception, shapes intellectual abilities, develops the memory and the speech, teaches initial generalization. The authoress presents experience from a nursery school where the children were shown fairy tales that they knew in a puppet theatre. The performances made a strong impression on the children; they narrated the individual episodes to one another and to their parents at home. Older children helped in the preparation of stage props, they learnt to lead puppets on strings and played performances for the younger children, for their parents and workers of the "guardian" plant. The teachers made the parents acquainted with the importance of puppet theatre and advised them on how to make puppets and a theatre for the children at home.

12. EDUCATION OF CHILDREN REQUIRING SPECIAL CARE

12.1 Prematurely born children

767. ASKEW, J. - RAYDER, N. - TAYLOR, T.A.: The "diff-enfranchised" return to the mainstream.

Childhood Education, 57, 1981, No.5, pp.276-281.

This is a review of recommendations issued by the National association for education and presented in the attached paper on the education of handicapped children. They concern the responsibility of state educational authorities and institutions of higher education. The authorities and institutions were made responsible for work with class teachers in the development of programs forming attitudes to handicapped individuals and a feeling for them. A corresponding program of education of preschool children requiring special care integrates four handicapped adults that act as assistant teachers. Basically, the educational program concentrates on three principles: the cognitive development is stimulated by the development of the ability to solve problems; the emotional development is stimulated by the growth of a healthy self-confidence; the social development is stimulated by getting to know and accepting the differences. Handicapped assistant teachers served as models for solving problems. The pupils witnessed the healthy self-confidence of handicapped adults, who had to overcome deep physical, social and emotional obstacles and to learn everything that a healthy adult can do. They spoke openly of the difference and supported other styles of teaching among those children whose learning or abilities deviated from the class standard. The authors give a characteristic of the practice and training of these assistant teachers and their interaction with handicapped children in the class. Handicapped adults had a considerable importance as models of roles for handicapped children in a mainstreamed class. Examples of work with handicapped and normal children in class are given. Further, the authors evaluate the teachers' emotional needs in teaching handicapped children. The presence of handicapped teachers enabled new ways of instruction, new ways of solving problems. Finally, the authors present a summary of advantages of using the experience of handicapped teachers in the instruction of children requiring special care and for individual types of handicaps.

768. BRESTENSKÁ, E.: Starostlivosť o postihnuté deti v SSR. /Care of handicapped children in the Slovak Socialist Republic./

Predškolská výchova, 35, 1980/1981, No.8, pp.21-23. 2 figures, 1 photograph.

The Ministry of Labour and Social Affairs of the

Slovak Socialist Republic issued methodological instructions for keeping records of handicapped children and adolescents /between the ages of 1 and 18/. It is the duty of district paediatricians, school doctors and district school inspectors to seek handicapped children and to keep records of them. On the basis of these records, handicapped children are invited for regular medical examinations, their attendance of special educational facilities or their placing in social care facilities is planned, they are given extraordinary benefits, financial contributions, pensions and employment opportunities. Special nursery schools or special nursery school classes are established for handicapped preschool children. There are nursery schools for mentally or physically handicapped children, for children with sight and hearing defects. Nursery schools for handicapped children are also established in hospitals and children's sanatoriums. It is the aim of special care and education to reach the highest possible level of an all-round development of these children with respect to the kind and degree of their handicaps. Special nursery schools work according to specially adapted curricula and plans of educational work, they use special teaching aids. Besides being skilled nursery school teachers, the teachers are also university-trained defectologists.

769. BROOKS, K.W. - DEEN, C.: Improving accessibility of preschool facilities for the handicapped.

Young Children, 36, 1981, No.3, pp.17-24.
1 form, 1 figure, 9 refs.

The authors suggest a list of suitable equipment enabling handicapped children optimum possibilities of locomotion. The list would ensure suitable conditions in preschool facilities for handicapped children and it should be accepted as an obligatory standard. The list deals in considerable detail with the building layout, the interior and its equipment.

770. BŘEZINA, Z.: K hospitalizaci dětí. /On hospitalization of children./

Predškolská výchova, 36, 1981/1982, No.4, p.25.
1 photograph.

Each of a child's stays outside its family brings a psychological trauma for the child and, mostly, for its parents as well. Some children cope with their hospitalization well, others suffer considerably. The staff of the children's ward of the Ostrava town hospital with policlinic want to enable the children as much contact with their parents as possible; this is why they introduced three kinds of hospitalization. The child either stays in hospital until its health condition enables

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its dismissal and its parents may visit the child, or the children are allowed to spend weekends at home, or the children come to stay for the day. The two latter types of hospitalization cannot be applied to all cases. Acute and grave conditions requiring constant supervision by doctors and nurses and children with suspected infections are out of the question for the two latter types.
The experience gained so far is very good. The number of children thus hospitalised is somewhere between 25 p.c. and 35 p.c. of all children admitted to hospital.

771. BURKHARD, U.: Töne als Ersatz für Licht und Farben.
/Tones as a substitute for light and colours./

Der Schweizerische Kindergarten, 71, 1981, No.5, pp.297-299.

A child that is blind since its birth perceives the world through tones. A suckling should be given enough opportunities of grasping, touching and feeling, of changing the toys frequently. Toys that give out sounds are of special importance. The child´s independent walking is impeded by the fact that it has no idea of space. It learns gradually to locate tones, to reach for a sounding object; the sound becomes a guidance in walk.

772. CATTANEI, G.: La scuola materna e il bambino "handicappato". /Nursery school and "handicapped" children./

Scuola materna, 68, 1981, No.13, pp.827-829.
1 figure.

The paper summarizes problems of children with various physical and mental defects and their integration in nursery schools in Italy on the occasion of the International Year of the Disabled. The author discusses especially educational strategy founded on the elaboration of a typology of such children based on scientific research and applicable to nursery school practice.

773. DOBREV, Z.: Za pǎlno uchastie i ravenstvo. /For full participation and equality./

Preduchilishtno vǎzpitaniye, 29, 1981, No.7, pp.19-23.
1 reference.

The International Year of the Disabled stimulated the author to an analysis of handicapped children. He classifies handicapped children in various categories from the viewpoint of defectology, he shows the specific features of raising and educating them and methodological as well as practical requirements of differentiated approach to such children.

774. DUBOIS-MANNE, R.: La maladaptation scolaire, les médecins et les oeuvres. De la première enfance. /School maladaptation, doctors and affective disorders in preschool children./

L'enfant, 1981, No.5, pp.377-422.
5 figures, 3 references.

The article is a continuation of the previous papers devoted to affective disorders and published in Nos. 1, 3, 4 of the volume. It deals with learning difficulties. In the introduction, the author discusses the problems of brain dysfunction, dyslexia and dyscalculia. He pays considerable attention to behaviour disorders and maladaptation to school requirements characterised by the hyperkinetic syndrome. Finally, the author discusses play and toys and their importance for a child's healthy development.

775. GUTVIRTH, J. - MACHOVÁ, J.: O výchově nedonošených dětí. /How to raise a prematurely born child./

Rodina a škola, 28, 1981, No.12, p.11.

The principles of the parents' educational treatment of prematurely born children are discussed. If the parents adhere to these principles of education, the prematurely born child will soon equal its contemporaries.

776. HAGINO, J.L.: Educating children about handicaps .

Childhood Education, 57, 1981, No.2, pp.97-100.
3 photographs, 6 refs.

The paper deals with the problems of mainstreaming handicapped children in nursery and primary schools and ways of solving them on the basis of preparation of special programs for educating healthy children about handicaps. Three programs are described and assessed and a survey of children's opinions before and after the implementation of the programs is presented. The author describes practical experience with the implementation of a program in her primary school class where she teaches blind and deaf children. Children from two nursery schools were brought to the class. The project was sponsored by the Ministry of Education, dept. for the education of handicapped children, and a centre for training handicapped preschool children. The aim was to make healthy children acquainted with handicapped children, with their typical working day in the class, with special aids /hearing aids, Braille system of raised writing, cruthes, spectacles, the special language of the deaf-mute/. The healthy children were divided into three groups. One of the groups learnt lip-reading and the language of the deaf-mute, another one learnt spatial orientation while they were blindfolded; the third group could test the special amplifying apparatus and other hearing aids under the professional guidance of a therapist. Each group worked for 45 to 60 minutes. Children of all age groups asked for more information on all kinds of handicaps. In all, 22 classes and 25 pupils participated in the program. It was a big problem to secure good behaviour of handicapped children in the original class and the fulfilment of their plan of occupation. However, the children gained something else. The lack of occupation was compensated by emotional and social factors. It was a big success of the project that healthy children learnt to understand handicapped children, that they realised with what difficulties they have to live, that they wanted to keep informed of the future of the handicapped children.

777. HERZKA, H.S.: Kind und Krankenhaus: Vorbereitung, Begleitung, Verarbeitung. /Child and hospital: preparation, escort, adaptation./

Der Schweizerische Kindergarten, 71, 1981, No.1, pp.3-5.

The author - a psychiatrist - stresses the importance of preparing a child psychologically for a stay in hospital. The child should realise that there are dangers against which its parents cannot protect it; in such cases one must turn to institutions such as the hospital. A healthy child should be made acquainted with hospital environment through picture books or narration. When the child goes to hospital, it should be informed in advance of the way of life in hospital, it should be told of persons it meets there /nurses, doctors, other patients/. The child should be given opportunity in the course of its hospital stay to express its feelings in a talk, a picture, through play and the like.

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778. KOTZMANOVÁ, J.: Péče o defektní děti v ČSSR. /Care of handicapped children in Czechoslovakia./

Děti a my, 11, 1981, No.3, pp.5-6.
1 photograph.

The U.N. declared 1981 as the International Year of the Disabled, in which all states of the world should assess the level of their care of handicapped individuals, set aims for improving and intensifying care provided so far especially to children and young people and secure a better position for them and a possibility to integrate in the life of the society. A historical survey of the care of disabled persons in Czechoslovakia is presented. Coordinated care of handicapped persons has been recently introduced by the departments of health, labour and social affairs and education. This was stimulated by two decrees of the government of the Czech Socialist Republic - No. 91 of April 25th, 1973 and No. 3 of January 15th, 1975 - stipulating that care of handicapped children and adolescents should be elaborated in detail and provided by the three departments mentioned above as joint complex coordinated care. Long-term rehabilitation plans are prepared for the individual groups and they are adapted to handicapped individuals according to the kind and development of their handicaps. The district national committees are the basic elements for providing and intensifying complex care of handicapped children and young people. They keep records of all handicapped children between the ages of 1 and 18.

The records are classified on the basis of criteria prepared by the Ministry of Health of the Czech Socialist Republic. Thus district national committees know exactly the number of handicapped persons, the kind and degree of their handicaps. Working commissions for coordinated care of children and youth at district national committees are charged with the duty to check the care of handicapped children and adolescents and its coordination. The author describes the setup of the working commission, characterizes its tasks and the organization of its work. The commission gives vocational guidance to handicapped children and their families to help the children find suitable employment as useful members of the society. The records of handicapped children and adolescents were made on the basis of criteria of defectiveness that were worked out in 1974. The classification of handicaps that are causes of defectiveness is presented. Handicaps are classified according to functional disorders. Another criterion of the classification is the degree of affliction. Groups one and two comprise individuals that are badly handicapped and are not capable of employment - or only in extraordinary circumstances - and thus require permanent medical, social, educational and other care. Group three comprises all those that require long-term complex coordinated care with respect to their handicaps. Other groups comprise children and adolescents with lighter physical and mental handicaps. A family raising a handicapped child deserves maximum support of the society. The mother should be secured socially in a sufficient degree to be able to stay at home with the child until it is 2 or 3 years old as these first few years are decisive for its life. Very good experience has been obtained when handicapped children are accepted to normal crèches and nursery schools where they can join the children's collectives. Day-care sanatoriums for children below seven or day-care facilities for badly handicapped children have been established in a number of towns. Family care should always be preferred in combination with collective facilities from which the child goes back to its family regularly.

779. MACHOVÁ, J. - GUTVIRTH, J.: Některé aspekty vývoje nedonošených dětí s porodní hmotností do 1000 gramů. /Some aspects of the development of prematurely born children with birth weight below 1000 grams./

Otázky defektologie, 24, 1981/1982, No.1, pp.8-15.
10 refs.

This research survey covers children with low birth weight /below 1000 grams/ born in Prague in the period between 1970 and 1979. In this ten-year period, 759 children with birth weight below 1000 grams were born alive in Prague. Out of them, 724 died. So far, 17 of the expected 35 living children /9 boys and 26 girls/ have been examined /4 boys and 13 girls/. It was observed that these children showed combinations of sensory, physical and mental handicaps, strong shortsightedness, partial or full deafness and pathological neurological disorders. One of the survey children is badly handicapped and four others are considerably handicapped.

In spite of this, the authors of the article state in conclusion that intense medical care of very prematurely born babies creates prerequisites of their satisfactory physical and mental development. These children mostly develop relatively well, in spite of considerable difficulties in after-birth adaptation.

780. MORGAN, D. - YORK, M.E.: Ideas for mainstreaming young children.

Young Children, 36, 1981, No.2, pp.18-25.
1 table, 3 figs., 12 refs.

The authors analyze the advantages of mainstreaming handicapped children and reach the conclusion that the integration of handicapped children is correct and useful not only for themselves but also for healthy individuals, who learn to be considerate and respect persons requiring special care. They enumerate ways of adapting a handicapped child to the environment of healthy children in a suitable way. However, it is stressed that the presence of a handicapped child brings increased demands on the teacher. The teacher should adjust the programme as well as the whole style of her work. It is also necessary to prepare the parents of healthy as well as handicapped children for the situation.

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781. **RAFAEL, B.:** Art activities for children with special needs.

Childhood Education, 57, 1981, No.3, pp.149-155.
3 photographs, 7 refs.

The author characterizes the need of preschool children with special needs for art activities. All children learn to cooperate and communicate with other and to respect their own feelings as well as those of other people through art activities. Most art activities may help reduce the frustration of these children. Stress is laid on individual expression. Most preschool children prefer work in small groups where they leave the I-stage although they use the material in their own peculiar way. The developmental modification of the art education program for handicapped preschool children means a positive approach to their needs. Developmental experience may stimulate optimum development in these children, who need an effective support so badly. A flexible program may help in the development of handling, conceptual, social and communicative abilities that are of basic importance for the development of children with special needs as well as for the development of all other children. The author gives a characteristic of children's needs according to kinds of their handicaps. There are differences in:

1/ methodological work with children that grasp slowly;
2/ methodological work with children with learning problems;
3/ methodological work with visually impaired and blind children;

4/ methodological work with hyperactive children;
5/ methodological work with children with hearing defects;
6/ methodological work with emotionally disturbed children;
7/ methodological work with children with motor defects.

Classes with special ways of mainstreaming may be considered as means of help to handicapped children in socialization with other children. The special character of the teacher's work in such special classes is described.

782. SCOLA, C.: Wie reagiert ein vorbereitetes und ein unvorbereitetes Kind auf einen Spitalaufenthalt ? /How a prepared and unprepared child reacts to stay in hospital./

Der Schweizerische Kindergarten, 71 , 1981, No.1, pp. 25-28.

This is a description of how a child aged four-and-a-half years was prepared for an operation and a stay in hospital. The parents told the child of its stay in hospital in advance, they explained that it would have to stay there for a few days. They made use of a picture book, too. The mother and the child visited the hospital a week before the planned admission; the nurse showed them the children's ward, the bed where the child was to lie, the room where children not confined to bed could play. The admission to hospital and saying good-bye to mother was smooth. A five-year-old boy, who was admitted to hospital without any previous preparation, behaved in quite a different way. In conclusion, the authoress gives some recommendations to parents. They should visit the child daily, if possible, even if only for a short while, they should say good-bye to the child before they leave and say truthfully when they will come next time, they should tell the child truthfully whether it will have pains.

783. STADTMANN - SCHMID, R.: Kind und Spital. /Child and hospital./

Der Schweizerische Kindergarten, 71, 1981, No.1, pp. 28-30.

1 photograph, 3 figs.

This is information on a meeting of nursery school teachers and members of the "Child and Hospital" society. The teachers were briefed how to prepare nursery school children for the possibility of a stay in hospital. The author describes how nursery school teachers created conditions for the children's play at hospital.

784. STÖCKLIN - MEIER, S.: Kind und Spital. /Child and hospital./

Der Schweizerische Kindergarten, 71, 1981, No.1, pp. 9-18.

10 photographs.

If it is necessary to place a child in hospital, its fear is overcome more easily if it has been made familiar with life in hospital before. Picture books, plays at doctors and hospitals, talks after visits to a doctor are suitable for this. Nursery school teachers can talk with the children about doctors, diseases, hospital, first aid. The children's creative plays offer wide possibilities. They enable the children to express their feelings as well as those of the parents. The author describes various plays and shows photographs of them. These plays were tried out by three nursery school teachers, who occupied themselves and the children intensively with the problems of disease and hospital. The children's book "Ole goes to hospital" is suitable for use as it describes the experiences of a small boy during his stay in hospital.

12.2 Behaviour defects

785. DUBOIS-MANNE, R.: La maladaptation scolaire, les médecins et les oeuvres de la première enfance.
/School maladaptation, doctors and affective disorders in preschool children./

L'enfant, 1981, No.1, pp.5-32; No. 3, pp.190-214; No. 4, pp.285-330.

The article published in No. 1 is the 10th continuation of the paper published in the L'enfant magazine since 1978. It deals with behaviour connected with sex and

4 sexuality manifestations within the framework of the study of affective disorders in preschool children. A review of scientific studies dealing with this problem published since the end of World War II is given. The main stages in the development of sexuality in children below seven are described. Further, the author deals with disorders of the children's normal development, presents their clinical picture and points out their most frequent causes. The section published in No. 3 deals with the paediatrician's tasks in dealing with affective disorders. The author gives a review of symposia and conferences that contributed to the solution of these problems in Belgium and characterizes their scientific contribution. The section published in No. 4 is a continuation of the discussion of affective disorders. It describes clinical observations of children suffering from various affective disorders. The author draws the conclusion that it is necessary to pay attention to their initial manifestations since the first years of the child's life.

786. VICHNAR, M.: Životní režim nápadně neklidných dětí.
/Life regime of conspicuously restless children./
Predškolská výchova, 35, 1980/1981, No.9, pp.20-22.
1 figure.

The child begins to be disciplined, to cooperate with adults, to fulfil their commands between the ages of four and six. There are approximately 10 - 15 per cent of preschool children with normal talents and ability to grasp everything that is requested from them, who are conspicuously restless at home as well as at nursery school, their social behaviour and their ability to concentrate are retarded. This is mostly due to a minor brain lesion and uneven development of the individual parts of the brain. In the course of time, the whole brain matures and the disorder disappears, the child calms down. Such children get more frequently into conflict with the nursery school requirements. To prevent difficulties and behaviour disorders, it is recommended to take the following measures: Do not try to suppress or ignore the child's increased activity, try to keep it under control. Enable the child to loosen its accumulated energy. Introduce and maintain a strict organization of home environment. Draw clear and precise behaviour with the exception of bodily punishment. Try to prevent fatigue - once these children are tired and exhausted, they lose control over their behaviour. Do not make them stay long in children's collectives. Try to extend the time and scope of children's attention gradually. It is important to protect these children from unsuitable reactions of the environment /denominations such as rebellious child and the like/. The parents and other adults should be convinced that the child is good and that it has excessive energy. The basis of further education is the child's feeling that it is recognized and accepted as it is. This forms the basis of the growth of its healthy self-confidence and the necessary self-reliance.

787. ZEMÁNKOVÁ, M.: Nervové poruchy u dětí. /Nervous disorders in children./

Predškolská výchova, 35, 1980/1981, No. 8, pp.24-26. 1 photograph.

The intensive development that a preschool child undergoes may be accompanied by disorders, especially of nervous origin, as the nervous system is the most complicate one among the bodily organs. The authoress discusses these disorders in detail, explains them and shows how they can be mitigated, suppressed or moderated so as not to cause difficulties to the child sufferimg from them or to its environment. These disorders include especially restlessness, clumsiness and lack of concentration, bad eating habits and digestion disorders, behaviour disorders, fits of anger, bed-wetting, tics and unusual movements, speech defects, headaches and sleep disorders. These disorders may occur temporarily in completely healthy children if they are weakened by a previous disease or if their way of life changes unexpectedly /admission to a crèche, admission to hospital and the like/. They are more frequent in children with case histories containing some negative factors /inborn defects, histories of maladies/. Social factors are of considerable importance if the parents are not able to create a favourable educational climate for the child.

12.3 Speech defects

788. ANDRLOVÁ, M.: Logopedie a její význam pro činnost dětí. /Speech therapy and its importance for children's activities./

Predškolská výchova, 35, 1980/1981, No.8, pp.13-14.

The work of a speech therapist necessitates cooperation with the children's parents and the environment in which they live. Once a sound is built up, its fixation is necessary - this means that the habitual incorrect way of pronouncing it should be suppressed. Once the correct sounds are trained and drilled, it is necessary to check the child's pronunciation so as to prevent sound distortion.

789. BOHNY, A.: Verbální auditivní dysgnosie. /Verbal auditive dysgnosia./

Otázky defektologie, 24, 1981/1982, No.5, pp.191-196.
1 table, 1 chart.

This is a paper describing a research survey investigating the ability of auditive processing of sound pictures in children aged five to seven and ten. Verbal auditive dysgnosia /VAD/ is limited discerning or recognition of sound pictures of words while normal hearing is retained. The content plane, the plane of meaning, need not be affected. This disorder lies somewhere between disorders of the peripheral auditive perception and disorders of content processing. The perception of acoustic stimuli is normal; similarly, the perception of speech and the ideation are not affected. The survey showed that some disorders have similar manifestations as VAD, such as partial deafness, decreased ability of concentration and sensory dysphasia. Further, it was observed that VAD is one of the most frequent causes of dyslexia. In conclusion, the author suggests possibilities of rehabilitation in the sphere of auditive perception. /Translated from German./

790. CUPALOVÁ, R. - NOVOTNÝ, M.: Problematika dětského mutismu z hlediska lékaře a pedagoga. /Problems of children's mutism from the viewpoints of a doctor and a teacher./

Československá psychiatrie, 77, 1981, No.2, pp.75-80.
1 table, 15 refs.

This research study brings a characteristic of a group comprising fourteen children with elective mutism hospitalized in the last ten years in the children's ward of the psychiatric clinic in Olomouc. The group comprised 9 girls and 5 boys, and their age ranged from four to ten years. On average, the hospitalisation lasted seven weeks. The condition of 8 children improved, 6 children showed no improvement. Their complex therapy included drugs, especially anxiolytical drugs, and individual as well as group psychotherapy. A special educational treatment was tried with success in three children attending school at the psychiatric clinic. The treatment included the development of a friendly relationship between the mutist child and its teacher with the use of tactile stimuli, mimic manifestations, expression, development of acoustic effects in the sphere of the child´s speech organs. Technical means, such as wireless headphones receiving signals from a record player or a tape recorder by means of an induction loop, were used as well. Successful use of active therapy by music is described, too.

791. LIŠKOVÁ, E.: Poznatky z provádění logopedické péče.
/A speech therapist´s experience./

Predškolská výchova, 36, 1981/1982, No.4, pp.12-14.
2 photographs, 4 refs.

This is the experience of a teacher, who attended a course for assistant speech therapists and taught correct pronunciation at two nursery schools. Speech therapy is a time-consuming activity for the teacher. It includes not only speech therapy work but also preparation for work with each child, the making of notes in record sheets and notes in notebooks that the parents use for work with their children at home. The cooperation with parents is very important. The authoress made the parents acquainted with the basic principles of speech therapy and made sure to inform the parents of each child whenever she started with the remedy of a new sound. She showed the correct position of teeth and the tongue of the child for the pronunciation and development of a sound, thus making sure that the parents proceed in the same way when they drill the pronunciation with their child at home.

792. MUTAFOV, S. - PISAREVA, Z. - TODOROVA, I.: Obshta struktura na logopatiyata sred sofiyskite detsa ot preduchilishtna vǎzrast. /Overall structure of speech defects observed in Sofia preschool children./ Preduchilishtno vǎzpitaniye, 29, 1981, No.2, pp.15-19. 1 table.

This is an analysis of an extensive survey of speech defects that was carried out in Sofia in the period between 1975 and 1980 and covered over 28 thousand children. Over 30 per cent of them had some speech defects. The authors analyze various speech defects and their occurrence. They state, among other things, that these defects occur more frequently in boys than in girls.

793. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně. 5. Porucha zvuku řeči - huhňavost. /When the child does not speak correctly. 5. Speech sound defect - rhinolalia./

Rodina a Škola, 28, 1981, No.1, p.4.

The paper discusses forms of rhinolalia /closed, open and mixed/, its causes /organic and functional/ and possibilities of prevention.

794. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně. 6. Porucha plynulé mluvy - breptavost. /When the child does not speak correctly. 6. Speech continuity defect - cluttering./

Rodina a Škola, 28, 1981, No.2, p.4.

The paper discusses the symptoms of cluttering and gives an instruction how to treat this defect. Cluttering may be characterized by hasty speech, the affected child leaves out some sounds, pronounces other sounds incorrectly, makes slips, mutilates and shortens longer and more difficult words. Cluttering was formerly considered to be a speech neurosis, i.e. a functional defect. Detailed neurological examinations show, however, that cluttering has usually organic origins. It belongs to lighter brain dysfunctions where the main symptom is a developmental defect of the speech tempo and continuity. The child affected with this defect shows other physical and mental symptoms besides increased speech tempo

/hasty movements, motor unrest and lowered self-control/. The treatment of cluttering means reeducation of the personality and develepment of a slower speech tempo. Suitable educational treatment by parents and teachers may build up and fixate a calm speech tempo and the correct pronunciation of all sounds.

795. PAVLOVÁ-ZAHALKOVÁ, A: Když nemluví správně, 9. Mluvní neurózy. /When the child does not speak correctly. 9. Speech neuroses./

Rodina a škola, 28, 1981, No.5, p.4.

The article analyzes the causes of neuroses and forms of nervous disorders including their numerous symptoms. Functional speech defects, which affect the process of communication and thus also social relations, include: conspicuous shyness in speech contact, bad speech habits and, last but not least, neurotic speech changes. These are mutism, elective mutism, functional attenuation of hearing and speaking, and the most frequent speech defect - stuttering.

796. PAVLOVÁ-ZAHALKOVÁ,A.: Když nemluví správně, 10. Koktavost - balbuties. /When the child does not speak correctly. 10. Stuttering - balbuties./

Rodina a škola, 28, 1981, No.6, p.4.

This is information on the causes and symptoms of stuttering in children. Stuttering is a disorder that affects the motor sphere of speech coordination. It affects about 1.6 per cent of children in Czechoslovakia. It affects mostly boys - the ratio is 80 boys to 20 girls. The occurrence is most frequent at preschool age when the child´s speech develops intensively. Another critical period is between the sixth and seventh year when the child starts to attend school. Stuttering may be caused by various factors, such as sudden shocking experiences - a strong affect of fear or joy, a fall, a shock etc. Mistakes in the education are much more frequent causes, especially an incorrect attitude of parents and their ignorance of speech rules.

797. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně, 11. Prevence a ošetření koktavosti. /When the child does not speak correctly. 11. Prevention and treatment of stuttering./

Rodina a škola, 28, 1981, No.7, p.4.

Prevention consists in the protection of children from neurotogenic factors especially in the family, at school and elsewhere. Neuroses increase the disposition. Further, it is necessary to protect children from serious and long-lasting illnesses that weaken the whole organism and also the nervous system. The treatment of stuttering is always complex, with the participation of all specialists that can help the child. The biggest chance of complete cure is given in cases of immediate treatment of freshly developed stuttering when the child has not yet realized its defect.

798. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně. 12. Mluvní neurózy. /When the child does not speak correctly. 12. Speech neuroses./

Rodina a škola, 28, 1981, No.8, p.4.

This is information on the causes, manifestations and treatment of mutism and elective mutism. Mutism occurs either after strong mental or physical injuries, or as a result of big excitement or mental exhaustion. As a rule, speech loss occurs suddenly. The person affected by mutism wants to speak but cannot. The more effort he/she makes, the more the situation worsens. Elective mutism is oriented only towards some persons, mostly towards those that have caused the child a psychological trauma.

799. RYBINA, E.: Zanyatiya s det´mi logopedicheskoy gruppy. /Occupation of children in a speech therapy group./

Doshkolnoye vospitaniye, 1981, No.3, pp.27-28.

To make the children well-prepared for reading and writing, the teacher should teach them to hear and distinguish sounds, to distinguish the individual sounds of a word and to determine their sequence. Prior to this, it is necessary to explain to them the meaning of the expression "sound". The author mentions suitable plays /e.g., distinguishing the sounds of a drum, the rattle of keys etc./. The teacher used the story of a house /to teach the children to distinguish the individual vowels/. A game called Our assistants was used to make the children acquainted with their speech organs. It made the children acquainted with new words, with the names of speech organs and their parts and with words expressing the function and position of speech organs when the individual sounds are pronounced. Examples are given.

800. SALOMONOVÁ, A. - SEKANINOVÁ, L.: *Logopedická péče v okrese Karviná.* /Speech therapy in the Karviná district./

Zdravotnická pracovnice, *31*, 1981, No.8, pp.470-471.
1 photograph.

The district health centre in Karviná prepared a Statute of speech therapy care that became a model for the elaboration of the regional statute. It is a set of organizational and methodological instructions for providing speech therapy in the health system and other related spheres. The statutes covers three spheres: 1. speech education at crèche, nursery school and school age, 2. speech therapy of bad speech defects in speech therapy out-patients' departments, 3. speech therapy of minor pronunciation defects in speech therapy counselling centres. The statute secures concerted action of the health system and the educational system in the treatment of children's speech defects. Special attention is paid to preschool children with respect to their preparation for school. The district health centre, together with the department of education of the district national committee, organized a course in speech therapy for nursery school teachers and this has contributed to improved care for the speech of nursery school children. The district educational centre and the speech therapy board organize professional lectures for Czech and music teachers. A two-stage cycle of special lectures on speech development was organized for crèche nurses.

801.SOVÁK, M.: Jak předcházet koktavosti, /Prevention of stuttering./

Děti a my, 11, 1981, No.2, pp.12-13.

Stuttering is a combination of symptoms of varied origin. Prevence concentrates on the circumstances in which stuttering occurs. There are four basic forms of stuttering: 1. Stuttering as imitation; 2. Stuttering due to suppressed natural laterality; 3. Stuttering resisting all hitherto used ways of therapy - cases in which the organic damage of the nerves manifests itself in speech; 4. Neurotic stuttering, which is the most frequent form of stuttering. These cases are caused by mental injuries affecting the communicative functions. From the viewpoint of prevention, it is possible to prevent stuttering as imitation /by eliminating the model of incorrect speech/, stuttering caused by retraining lefthandedness as well as neurotic stuttering. The article discusses the pathogenesis of neurotic stuttering, developmental difficulties in speech, the causes of neurotic stuttering and ways of preventing and treating it. Negative and positive educational advice is given. The importance of the prevention of stuttering is stressed.

802. SOVÁK, M.: Logopedie ve výchově a vzdělávání. /Speech therapy in education./

Otázky defektologie, 24, 1981/1982, No.2, pp.49-57.

The article discusses the problems of speech therapy in various types of schools. The system of speech therapeutic care for preschool and school children used hitherto is non-uniform and obsolete. Although language education is at a high level in many nursery schools, it will be necessary with respect to the shortcomings in children's speech to improve the level of speech therapeutic care in these educational facilities. Courses of intensified cyclic preparation of nursery school teachers in care for the correct development of speech and for the elimination of developmental shortcomings are run in many districts thanks to the individual initiative of school administrators. It can be expected that this more or less spontaneous effort to improve the care for speech in the whole system of education will be replaced by systematic training of all nursery school teachers. Each nursery school should have a professionally trained teacher acting as school speech therapist and counsellor.

803. STEWART, I.S.: The larger question. Bilingual education. Family and society.

Childhood Education, 57, 1982, No.3, pp.138-143.
5 refs.

The present-day problems of bilingual education in the U.S. are discussed. To understand the importance of this education means to understand the complex interaction of family and school in a wider society. The programs of bilingual education used so far do not respect the fact that different families need different kinds of education for different purposes. The provisions of the bilingual education act of 1968 /Title VII of the Elementary and Secondary Education Act/ recognized the need for a bilingual and bicultural education. Out of the 400 million American citizens, approximately 16 per cent speak a language other than English; thus 7 million children need special language programs. On the basis of mandate commission's recommendations and other provisions, educational programs of bilingual education have been developed continuously to improve the students´ level of education. However, innovation programs could not be implemented due to the differing views of teachers, families and the society. The author gives a characteristic of the prerequisites necessary for a simple procedure in the implementation of modernized educational programs of bilingual education. The importance of the family for the education of children in a bilingual environment is discussed. The family and the school should cooperate in the education of children coming from a bilingual environment. The tasks of the teacher and the necessity of his/her special training are discussed, as well as the tasks of the society in providing help to families and implementing good-quality programs of bilingual education and supporting these programs financially. Finally, the prospects of bilingual education in the nearest future are discussed.

804. VESELÁ, N.: Reedukace sluchu - využití audiovizuálních pomůcek. /Reeducation of the hearing - use of audio-visual aids./

Otázky defektologie, 24, 1981/1982, No.1, pp.23-26.

Various ways of reeducating the hearing of children are described. Auditive training makes use of sound toys and instruments with high intensity - tabourets, drums, pipes, lures, chimes, triangles and the like, as well as individual earphones, polyphonic apparatus, amplifiers, stereo-amplifier and group amplifying apparatus on the basis of an induction loop. All these are necessary for auditive training. Purposeful, professionally guided auditive training of preschool children with impaired hearing can bring good results. It increases the children's ability to perceive sounds and to differentiate them to a certain extent and, according to the degree of their handicap, to recognise and differentiate speech sounds.

805. ZAHÁLKOVÁ-PAVLOVÁ, A. - OHNESORG, K. - KANTOR, M.:
Prevence poruch řeči. /Prevention of speech defects./
2nd edition. Praha, SPN 1980, 151 pp.
Reviewer: Lechta, V.
Predškolská výchova, 35, 1980/1981, No.7, pp.27-28.

The book is designed for parents and workers in child care facilities. It contains basic information on internal and external factors influencing the development of speech, explains the difference between functional and organic speech defects and informs of the possibilities of preventing the most frequent speech defects.

806. GANTENBEIN, L.: Behindertes Kind im Kindergarten, aus der Sicht der Mutter. /A handicapped child in a nursery school from the mother's viewpoint./

Der Schweizerische Kindergarten, 71, 1981, No.11, pp. 572-574.

1 photograph.

This is a mother's narration of a daughter suffering from the Down syndrome. The child was visited by a therapist since the age of two and worked with the therapist. It did not feel well in a special nursery school and this is why the doctor recommended to wait. The mother took the girl to nursery school, at first for an hour once or twice a week and later each afternoon. The girl attended a special nursery school in the mornings but it felt better in a normal nursery school. The teachers showed a special understanding for the child and this spread to the children and their parents, too. The mother believes that it is not correct to think that a handicapped child feels best among handicapped children.

807. HIERNAUX, M.: 1981 - Année du handicapé. /1981 - Year of the Disabled./

L'école maternelle belge, 1980/1981, No.4, pp.149-150.

The authoress - a nursery school teacher - describes her experience. She had a child suffering from the Down syndrome in her class, on the basis of a doctor's recommendation. The boy required everyday specialized educational treatment from the teacher and considerateness and help from the other children. He developed well in the course of his nursery school attendance for several years and later he attended a special school. He took a great liking to the nursery school, his relations to the teacher and other children were good, he made no problems with discipline in his class.

808. MIKÓCZYOVÁ, D.: Reč a hra mentálne retardovaných detí. /Speech and play of mentally retarded children./

Predškolská výchova, 35, 1980/1981, No.10, pp.14-17.

The experience from work in a class for mentally retarded children is described. The class was attended by 8 children aged four to six whose intelligence was on the verge of debility. The children were not able to play, their verbal manifestations were minimal. The children's vocabulary contained 10 to 50 words, some of them suffered from stuttering. This is why work with them concentrated on speech therapy, especially in the form of play. The children learnt gradually to recognize, name and use the individual toys and objects. They learnt to develop creative plays with some topics /household, shop/. The children's motor development was retarded, the coordination of movements and especially self-attendance was difficult for them. This is why functional and handling plays were aimed at perfecting the coordination of movements and developing fine motor movements. Locomotion plays were activated by various hursery rhymes. Didactic games with rules were not used as the children did not grasp the rules and were not able to concentrate. The development of these children is very slow, certain results may be achieved only through permanent repetition and drilling. A positive appreciation is encouraging, its lack stimulates stress, it leads to neurotic manifestations, increases the irritability. The psychosomatic development of these handicapped children is improved gradually under the professional educational guidance and in close cooperation with specialists.

809. PROCHÁZKA, Ž.: Sdružení pro pomoc mentálně postiženým.
/Association for help to mentally handicapped persons./

Rodina a Škola, 28, 1981, No.4, p.4.

This is information on the establishemnt, aims and tasks of the Association for Help to Mentally Handicapped Persons /SPSM/ that came into being under the auspices of the Ministry of Labour and Social Affairs of the Czech Socialist Republic in the year 1969. The association is less active than it could be in reality, due to the fact that it is not known sufficiently to the public and to the parents of handicapped children. Only about 5 per cent of all parents of handicapped children are members of the SPMP. This is why the author of the article finds it imperative to increase the publicity and to win new members not only from among the parents but also from among educationalists, teachers, doctors, social workers, lawyers - all those who come frequently into contact with the problems of mentally handicapped children and adults.

810. WUEST, E.: Behindertes Kind im Kindergarten aus der Sicht der Kindergärtnerin. /A handicapped child in a nursery school from the viewpoint of a nursery school teacher./

Der Schweizerische Kindergarten, 71, 1981, No.11, pp. 574-575.
1 photograph.

This is a description of a nursery school teacher's attempt to admit to nursery school a girl suffering from the Down syndrome for a few hours a day. She knew the child since its birth, it lived in the vicinity of the nursery school. The parents' care for the child was exemplary. When the girl came to the nursery school at the age of six, she was at the level of a four-year-old. The teacher prepared the children for their new classmate and the children received the girl well. She was not able to play with dolls with them but she liked drawing pictures. She made no difficulties in the group of children. When she was eight, she was transferred to a special nursery school but she did not feel well there. This is why the teacher allowed the girl to come at least once a week to spend the afternoon in her nursery school. She is convinced that the child's stay in a normal nursery school was a positive contribution.

12.5 Motor defects, laterality

811. JÍROVÁ, Z.: Skupinová logopedická cvičení ve zvláštní mateřské škole. /Group speech therapy exercises in a special nursery school./

Predškolská výchova, 36, 1981/1982, No.3, pp.10-11.

Group speech exercises are the most suitable form of organized work with preschool children. A group of approximately the same speech level may exercise various verbal plays, various kinds of breathing, voice and articulation may be trained and this makes the actual exercise of each child longer. The group stimulates its members to a better verbal performance, it helps to overcome verbal negativism. The author describes a system of group exercises taking 20 to 30 minutes and concentrating at the development of both active and passive vocabulary as well as the at the correct articulation of sounds. The principle that speech is best developed in activity is applied fully - the children use various working sheets with various topics; each sheet is used for teaching the children how to draw a single basic shape. Each exercise includes three to five minutes devoted to training various kinds of breathing. All activities are accompanied by verbal description or a nursery rhyme. Simple rhymes with their rhythm evoke in the children the desire to imitate. This desire is also used in individual speech therapy which supplements group exercise.

812. LESNÝ, I.: Neobratné děti a syndrom vývojové dyspraxie - dysgnózie. /Clumsy children and the syndrome of developmental dyspraxia - dysgnosia./

Otázky defektologie, 24, 1981/1982, No.1, pp.5-7.
4 refs.

Clumsiness is an immense handicap at the present time when sports and physical fitness, skill and dexterity are stressed so much. Children with this handicap are looked down on at school, pitied at home and they meet scorn and contempt in children's groups. The author of this paper found in a survey that the biggest group of clumsy children suffers from dyspraxia - dysgnosia, i.e. a light lesion of the front brain, its parietal core. The first attempts to eliminate the causes of this kind of clumsiness have already been made in the form of special exercises.

813. BOUCHAL, M.: K podílu výchovy v psychoterapii.
/The share of education in psychotherapy./
Československá psychiatrie, 77, 1981, No.4, pp. 257-260.

The author discusses the share of educational elements in psychotherapy and the question why this problem is given less attention than it deserves. He seeks the answer in the different historically conditioned position of the doctor and the teacher and in the comparatively bigger social autonomy of therapy in comparison with education. It can be observed at present that psychotherapy, mental hygiene and education are getting closer to one another. The division line between curative and educational elements lies mostly inside the individual psychotherapeutic directions and techniques. The personality of the therapist, the orientation of the therapeutic team and the organization and common life of therapeutic groups are important for the choice and application of educational approaches in psychotherapy in connection with the system of values. This is especially topical in cases of neurotics, drug addicts, children and youth.

814. BRESTENSKÁ, E.: Vývinove oneskorené deti a ich výchova. /Children with retarded development and their education./

Predškolská výchova, 35, 1980/1981, No.10, pp.20-21.

The child's retarded development may manifest itself in various forms and degrees according to the cause that led to it; the causes range from lack of external stimuli to insufficient brain development due to a disease or a hereditary disposition. Remedy is possible in cases of deviations due to unfavourable external living conditions, especially if the child is given help in time. A peaceful environment full of love and understanding is especially necessary for the correct development. It is recommended to admit children with retarded development either to a normal nursery school where the normal children's collective has a favourable effect on them, or to a special nursery school enabling individual approach to the child and a more detailed observation. The degree of the child's developmental retardation should be assessed before deciding which type of nursery school the child should attend. A child that is retarded in its development should be examined regularly not only by a specialist /neurologist, psychiatrist, orthopaedist/ but also by a paediatrician. Remedial and educational work necessitates team cooperation of the teacher, the rehabilitation worker, the speech therapist, and the social worker.

815. HORŇÁKOVÁ, M.: Problémové dieťa v kolektíve. /Problem children in class./

Predškolská výchova, 36, 1981/1982, No.3, pp.8-9.
1 photograph.

A problem child is a child whose behaviour bears symptoms of disturbed psychosocial development /sometimes on a somatic basis/ and whose problems are of a permanent nature and will not be solved by themselves. This may develop as a result of unsuitable education, traumatic experiences or due to a lesion of the central nervous system, an illness or as a result of joint action of several negative factors. Diagnosing these disorders is difficult, the children are not able to express in words what are the causes of their problems. However, the diagnosis is not the aim, it is a prerequisite for finding a correct approach to the child. Children that disturb in the group, are aggressive and negativistic, are most frequently denoted as problem children. However, passivity at preschool age is also an indication that there is something wrong with the child. The equanimity of the teacher's personality is of considerable importance for the assessment. Those who have serious problems with themselves lose self-control easily in problem situations. The first prerequisite is to win the child's confidence and to enable the child to express itself in various situations /in play, gestures, identification with the offered role etc./.

816. MONDEKOVÁ, H.: Kdy do školy ? /When to go to school ?/

Rodina a škola, 28, 1981, No.5, p.3.
2 photographs.

The article makes the parents acquainted with the main criteria for admitting children to grade one of primary school. The optimum age for school admittance is between six and seven. Research studies of recent years consider six and a half years as the optimum age. Further, the three main viewpoints are described /mental, physical and social readiness of the child/ as criteria determining roughly the so called "school readiness" of a child. The author draws the parents´ attention to a number of problems that face the child in grade one if it is not ready for school.

817. TROJAN, A.: Pedagogicheskiy analys individual´noy raboty. /Educational analysis of individual work./

Doshkolnoye vospitaniye, 1981, No.8, pp.22-23.

Children that have difficulties with the mastering of some tasks laid down in the curricula can be found in any nursery school class. These children require individual approach. The author concentrates on the correct analyzing of educational work necessary for organising individual work with the children. He points out the shortcomings that occur in the practice and recommends the following procedure: I. Educational analysis of insufficient mastering of curricula requirements by the child; 1. ascertaining the shortcomings in knowledge, habits and skills; 2. clarification of the causes of these difficulties /by observation of the child, study of medical and educational records, by setting special tasks, by talks with the parents/; 3. revailing the main and auxiliary causes. II. Planning of individual work: 1. setting the aim on the basis of the main and auxiliary causes; 2. determination of the contents and methods of work. III. Organization of individual work: 1. work with individual children aimed at eliminating the causes of difficulties in mastering curricula requirements; 2. work with a smaller group of children aimed at preventing further retardation /on condition that the children have the same difficulties in mastering the requirements laid down in the curricula/. IV. Evaluation and analysis of individual work: 1. analysis of the results of individual work; 2. setting the aim, contents and methods of further work.

818. Vědecký seminář o defektologické diagnostice.
/A scientific seminar on diagnosing defects./
Otázky defektologie, 24, 1981/1982, No.1, pp.28-35.

The seminar was organised by the department of special education of the Palecký University faculty of education in Olomouc on August 26th - 28th, 1980. Two of the papers were concerned with diagnosing defects in preschool children. The paper delivered by J. Hubáčková dealt with diagnosing the development of perception and school readiness. A. Antušeková discussed the problems of diagnosing and its importance in the prevention of speech defects; she pointed out the enrichment of the general education of nursery school teachers by knowledge of speech therapy and the possibility of increasing the level of preventive care for nursery school children from the viewpoint of speech defects.

819. ZAPLETÁLEK, M. - HAMETOVÁ, M. - PANOUŠEK, V.: K sociálně psychiatrické problematice adoptivních dětí, /On social and psychiatric problems of adoptive children./ Československá psychiatrie, 77, 1981, No.4, pp.219-225.
1 table, 3 plots, 8 refs.

The paper presents the results of a social and psychiatric survey covering 21 adoptive children examined in a psychiatric out-patients' department for various disorders. Speech defects dominate /dyslalia and difficulties in verbal conceptual thinking/, frequent problems are retarded development, behaviour disorders and neurotic symptomatology. The results of the survey show a significant correlation between the length of stay in a child care facility and the intensity of developmental retardation and the development of speech defects. Electroencephalographic findings showed a lighter brain dysfunction in the children. The authors recommend, with respect to the results of the survey, that adoptions should be made at a young age.

B3. ENVIRONMENT SURROUNDING THE CHILDREN: BUILDINGS, PLAYGROUNDS, EQUIPMENT AND FACILITIES

820. BALCAROVÁ, Z.: I na sídlišti žijí postižené děti. /There are handicapped children in housing estates, too./
Děti a my, 11, 1981, No.3, pp.23-24.

The author discusses the problems of raising handicapped children and the help given to their families by state authorities and organizations. The benefits are summarized /increased children's allowance, disabled persons cards, parking signs, priority in the repair of motor vehicles, reserved parking space in front of the house, lending of compensation aids and a contribution for the purchase of a motor vehicle up to 7,000 Kčs/. However, there are big problems in the sphere of education. Instruction No. 1 of the Ministry of Education of the Czech Socialist Republic of January 20th, 1975 on the organization of schools and educational facilities for children requiring special care created the legal basis for establishing schools for handicapped children but the results are not satisfactory so far. Partial success has been achieved in the establishment of nursery schools. Instructions of the Ministry of Education of the Czech Socialist Republic of August 20th, 1974 regulated the possibility of individual instruction of children between six and fifteen, who were exempt from school attendance due to their bad health state /this instruction in the scope of 2 hours a week can, however, be considered only as a temporary solution/. Another big problem is the study of these children at secondary and vocational schools and universities. A high price is paid for the overcoming of administrative, architectonic and psychological barriers - enormous exhaustion of the student and the whole family. Finding a suitable job is not a problem for persons with lighter handicaps but it is extremely difficult for people with bad handicaps and immobile persons. A comprehensive conception of the preparation of these handicapped young people is missing. Certain signs of improvement can be observed lately in production enterprises META and Integra. Further, the author discusses health care for handicapped children and young people, and criticises the production of compensation aids. The organization of leisure of handicapped children and the importance of cooperation with the families of these children in finding suitable buildings is stressed. The organization of hobby activities should be done in cooperation with parents and specialists. A specific form of hobby activity is sport of physically handicapped children. 1981 is the first year in which physically handicapped young people and children living with their parents may participate in sports games organized for physically handicapped youth. It is necessary to create conditions in housing estates for the participation of physically handicapped children in all activities organized for healthy children.

821. FIXL, V.: Výtvarníci dětem. /Creative artists for the children./

Hračka, 16, 1981, No.3, pp.10-11.
5 photographs.

The committee of the Czech Fund of Creative Artists in Prague decided to equip a nursery school with model toys. As it was a boarding-type nursery school where the children stayed for the whole week, toys were made primarily for the playroom with a small workshop for hand work exercise and also for the bedroom and the lounge. The author regrets that these toy prototypes, which serve the children well and which are liked both by the children and their teachers, are not produced in factories.

822. HERNANDER - MOOR, L.: Räume erproben. /Experimenting with space./

Der Schweizerische Kindergarten, 71, 1981, No.10, pp. 509-535.
8 figs., 6 photographs, 1 table, 18 refs.

Principles for designing an ideal nursery school are presented by an architect, who prepared them in cooperation with a group of nursery school teachers. She describes the way in which the interior of a nursery school was adapted with respect to these principles. The authoress criticizes big austere rooms in nursery schools and recommends that it would be better to create peaceful corners where the children would have peace and intimity for their play. They may be changed, adapted or removed when a larger area is needed, e.g. for a celebration. A nursery school should retain a living character to make the children feel like at home. It should have large windows looking out into greenery, with the possibility of drawing the curtains; wooden panelling; intimate lighting with the possibility of various colours, standard lamps; floor heating; conditions for growing pot plants; wooden furniture that can be easily moved from one place to another, tables for two children; a corner for work with wood and a kitchen corner. In the garden there should be a lawn, a playground, a sandpit, gymnastic apparatus, a shower, vessels for playing with water, various kinds of trees and bushes, beds for growing plants, flowers.

823. KOMÁRKOVÁ, R.: Vkus a dětské pokoje. /Taste and children´s rooms./

Rodina a škola, 28, 1981, No.2, p.11.

The author presents the results of a sociological survey of the living conditions of young families. The survey showed that in 1979 young families spent an average of 35,000 Kčs to furnish a three-room flat. 77 per cent of interviewed persons said they wanted the living room to be the most beautiful room in the flat, 3 per cent wanted to pay most attention to the furnishing of the bedroom, another 3 per cent wanted to pay special care to the appearance of the kitchen, 2 per cent wanted the entrance area to be the most beautiful part of the flat and 13 per cent said that all rooms in the flat should be equally beautiful. There was not a single case of parents wanting the children's room to be the most beautiful one. A number of causes and reasons explaining the parental choice follows. Children's rooms should be furnished with taste, with respect to children's needs and interests.

824. LABYE, M.: Le fonctionnement des ateliers a l'école maternelle. /Use of work rooms in nursery schools./ L'école maternelle belge, 1980/1981, No.4, pp.156-166.

The paper presents the principles according to which work rooms are furnished in nursery schools in agreement with the requirements of the design. Educational activities in work rooms respect the principles of the child's activity, interest and freedom. They are differentiated with respect to the children's age and organised both in homogenous and heterogenous groups. The specific features of the teacher's personality should be also taken into account.

825. LANYE, M.: L'organisation des ateliers à l'école maternelle. /Organisation of work rooms in nursery schools./

L'école maternelle belge, 1980/1981, No.3, pp.99-105.

Classrooms set up as work rooms give the nursery school child an opportunity to express itself in its activity. The teacher can use various educational approaches, especially programs of individual work. Work rooms differ in forms /permanent, temporary, homogenous, heterogenous/ as well as in functions /for music, gestural, verbal and creative activities; for cognitive activities - the mother tongue, mathematics, object recognition; celebrations and amusement/. The organization of work rooms depends on the needs and interests of the children.

826. MARTINOVSKÁ, D.: Mateřská škola - Mladý svět. /Nursery school in the Mladý svět magazine./

Predškolská výchova, 36, 1981/1982, No.3, pp.23-25.

This is information on the winning nursery school project in a competition organised by the Mladý svět magazine. The project is being implemented in Přibyslav at present. The national enterprise Komenium was commissioned to participate in the design and partially to supply the equipment. The Czech Fund of Creative Artists commissioned twenty young artists to design the textiles, ceramics, glass, furniture for the equipment of work and rest areas in the school and its garden. The design of this nursery school tackles all problems in a comprehensive way, the school should meet present-day requirements for work in preschool facilities.

827. NOVOTNÁ, A.: Využití školní zahrady. /Use of the school garden./

Předškolská výchova, 35, 1980/1981, No.9, pp.24-27.
2 photographs.

Taking part in their town improvement program, a group of voluntary police assistants from Teplice helped with the adaptation and equipment of a nursery school garden. Gradually they built a traffic playground, a pool with a fountain, a corner with tables and benches for peaceful occupations, a sandpit with a chute, a physical training corner, an amusement and recreation area with swings and maypole swings. An ornamental garden was founded, too. The Team of Socialist Labour from the Báňské projekty designing office in Teplice takes care of the garden. The garden is used the whole year round. When the weathere is favourable, the children take their afternoon meals there, their occupations take place outdoors at the tables. Physical training takes place outdoors, too. The garden is used regularly for celebrations of the International Children's Day as the equipment of the garden and its aesthetic environment make it possible to prepare - with active participation of the parents - gay programmes interesting both for the children and the onlookers.

828. OSLADILOVÁ, J.: O estetice prostředí. /On aesthetics of environment./

Predškolská výchova, 35, 1980/1981, No.12, pp.4-7.
3 photographs.

The requirement that nursery school environment should form a tasteful whole is substantiated not only from the aesthetic viewpoint but it has a deep impact on the feelings, mental state and mood not only of the nursery school staff and the parents but it primarily influences the children. The author enumerates principles for the choice of colours, arrangement of furniture, use of pot plants, selection and use of pictures and children´s drawings. When decorating a room, the staff should make sure that the materials match and that the interior is not overdecorated.

829. PANTELEYEV, G.: Inter´yer doshkol´nogo uchreshdeniya. /The interior of a preschool educational facility./

Doshkolnoye vospitaniye, 1981, No.2, pp.28-31.
4 photographs.

The aesthetics of a preschool facility are a complex of the aesthetics of the way of life, architecture, colour scheme and lighting, furniture and equipment for the process of education, works of art and natural environment. The emotional note of the interior, its national character, the individual equipment of the rooms and the preschool child care facility as a whole - all these are important components of the aesthetic formation of the environment. Educational requirements for the equipment of preschool facilities are determined by the curricula of educational work in nursery schools. It is necessary to create space for locomotive games, occupations, for rest and for children's activities in accordance with their wishes. The rooms must also meet hygienic requirements, standards of natural and artificial lighting and room sizes. The furniture, aids and materials must have corresponding dimensions. The aesthetic quality of the interior depends to a considerable extent on the equipment of greenery corners, compositions made of natural materials, use of foliage plants and a suitable use of applied art and children's work. The overall culture of the outside appearance of children and the staff, their behaviour - all this creates aesthetic environment. It is suggested for a higher quality of the children's aesthetic education and for a more aesthetic environment to use built-in furniture and aids in newly built nursery schools, to design new types of furniture, equipment and other materials, to establish a scientific, methodological and designing centre for complex research and designing of buildings and interiors of preschool child care facilities.

830. PANTELEYEV, G.: Zametki s vystavki, /Impressions from an exhibiton./

Doshkolnoye vospitaniye, 1981, No.7, pp.94-95.
4 photographs.

An all-state exhibition called "We are building communism" took place in Moscow. Its section "Artists for the children" displayed interesting designs of preschool facilities prepared by architects. Designs of playgrounds, pioneer camps and sports and amusement areas were shown here. The artists paid attention to space and to colour schemes. Many artists used national traditions and ornaments of the respective republic or region. The display of toys was extensive.

831. PETŘÍK, I.: Nový nábytek pro mateřské školy. /New furniture for nursery schools./

Rodina a škola, 28, 1981, No.4, p.9.
6 photographs.

This is information on the "Brno 80" sales exhibition of furniture where new kinds of nursery school furniture were displayed. The furniture set included a child chair,a table, panels with a magnetic board and panels with a wooden blackboard, a child's cot and a screen. All pieces met the basic ergonometric and safety criteria applying to these kinds of furniture.

832. PETŘÍK, I.: Paraván v předškolních zařízeních. /Screens in preschool child care facilities./

Předškolská výchova, 35, 1980/1981, No.10, pp.26-27.
2 photographs, 2 figs.

The author describes a screen that can be used for division of rooms in nursery school and for making nooks for children's play. It may be used for displays of children's work, as a painter's stand, it may replace a magnetic board. The frame structure with holes and slits may be used for suspending various objects, or for binding ropes. Linen screens with simulated windows and doors are also useful. A puppet stage may be made, too.

833. THORLEIFSON, A.: *Playground structures: A Pembina Valley school division Bill 58 project.*

Early Childhood Education, *14*, 1981, No.1, pp.36-41.
10 figs., 10 photographs, 1 ref.

The paper brings information on the building of a school playground in the Pembina Valley in the state of Manitoba. The project was implemented and subsidized on the basis of Bill 58 with the help of many volunteers. The aim of the project was to build a playground for forty children attending grades one to four of the primary school with normal instruction as well as those requiring special care /problems with coordination and keeping the balance/. It was the aim to provide for these children suitable environment where they could develop their coordination and balance without being excluded from their educational setting. From among various systems that would provide optimum environment for exercise, the final alternative chosen is a system enabling potential locomotion development programs in the school garden. Cheap materials were used for the structures /logs and used tyres/. The prototype was designed by a number of specialists. Students attending grades eight and nine helped to build the structures and the whole playground equipment cost 250 dollars. The playground has been in use for 18 months and it is expected to serve for twenty years with minimum yearly repairs. The author gives a list of tools used to build the structures, a list of materials and their dimensions and general instructions for building playground structures and attaches sketches and photographs /climbing structures, balancing form, a pyramid made of logs, steps made of logs, a log ladder in combination with a climbing structure made of logs and the like/. It took 50 hours to build the whole system of playground structures.

834. TOBY, A.J.: Can I have some space, please ? The cry of the inner city child.

Early Childhood Education, 14, 1981, No.2, pp.4-12.
1 photograph, 34 refs.

The paper deals with the problem of the development of a child living in the inner city where it has insufficient space for a safe, creative and stimulative play. The restriction of the inner city child's development causes frustration, inadequate expressing of efforts and needs, failure at school and feelings of fear and being left out. Play is of primary importance for the child's development. If the adults realize the importance of play, why do they not provide a corresponding environment for the child's optimum healthy development ? Most adults do not consider play as an important aspect of the child's development. This is why architects, builders and city administrators do not design and build high-quality children's playgrounds that would represent with their equipment an optimum environment for the child. The problem of housing for lower-income families is solved by building high-rise blocks of flats and housing estates that become overcrowded ghettoes reminding of the state before the industrial revolution Living in a high-rise block of flats with two or three preschool children without sufficient space for their play is a serious problem discussed by many research workers. It is necessary to plan and build children's playgrounds in the vicinity of the flats where the child can play in safety under its parents' supervision. The author suggests measures that should be taken for planning, designing and building children's playgrounds. The parents should convince committee members and administrators to allot more money for the equipment of playgrounds. Most research surveys of the housing estate environment and new types of children's playgrounds were conducted in Europe. C.T. Sorenson /1930/ was the first one to build a Robinsonian playground in Denmark. Cooper maintains that 70 per cent of papers dealing with the environment of new housing estates were published in Europe. The child's play as the most important educational process must get to the first place in the designing of buildings.

PRESCHOOL EDUCATION OF 1981

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